ATHLETIC JOURNAL

Vol. XV, No. 5 January, 1935

Integrating Fundamentals and System in Basketball
Herbert W. Read

Pivot Play Offense and a Defense for It
Arthur C. Lonborg

Basketball System Adaptable to Both Large and Small Courts
Ryland H. Milner

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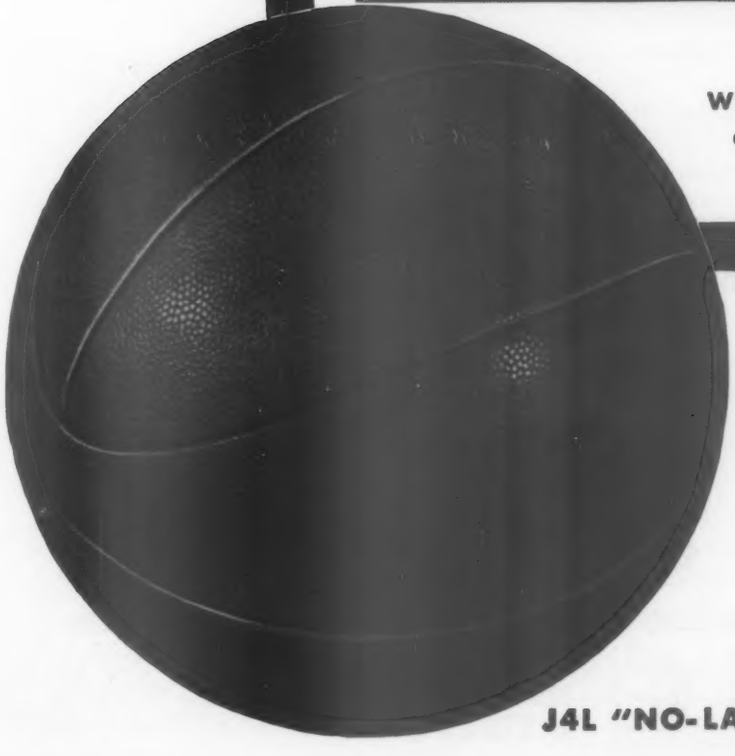

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VOLUME XV

The ATHLETIC JOURNAL

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PUBLISHED MONTHLY except July and August by The Athletic Journal Publishing Company, 6858 Glenwood Avenue, Chicago, Illinois, Member Audit Bureau of Circulations. Request for change of address must reach us thirty days before the date of issue with which it is to take effect. Duplicate copies cannot be sent to replace those undelivered through failure to send advance notice.

SUBSCRIPTION PRICES: $1.50 per year; $2.00 for two years; $2.50 for three years; $3.00 for four years; Canada, $2.00 per year; foreign, $2.00 per year. Single copies, 25 cents. Copyright, 1935, The Athletic Journal Publishing Company. Entered as second-class matter, August 14, 1925, at the post office at Chicago, Illinois, under the Act of March 3, 1879.

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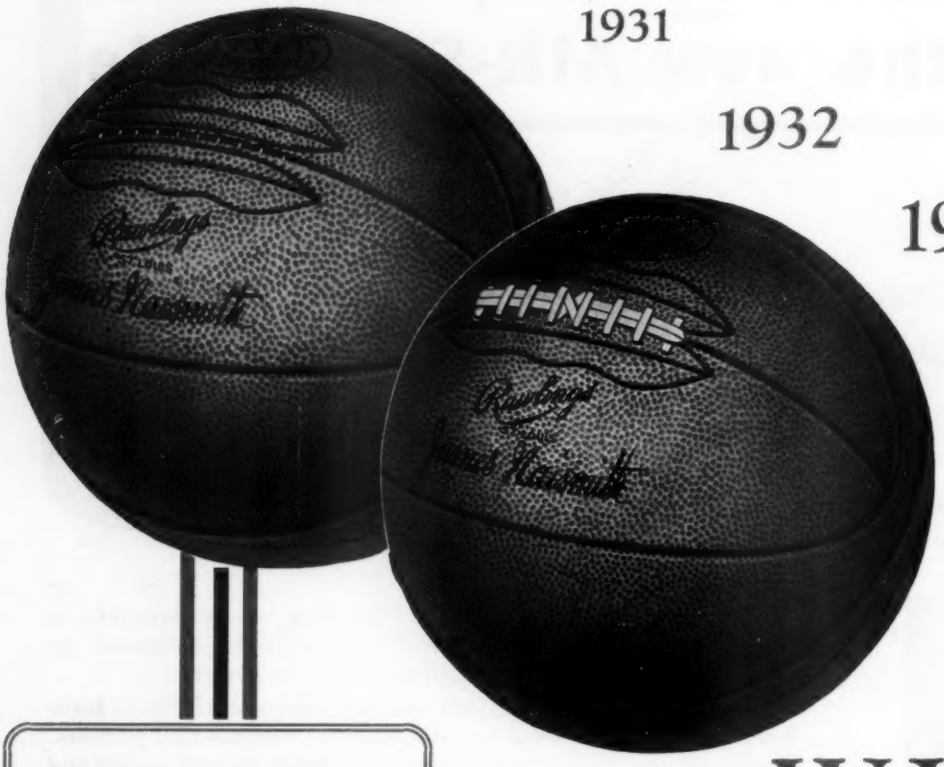

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Integrating Fundamentals and System in Basketball

By Herbert W. Read
Head Basketball Coach, Western State Teachers College, Kalamazoo, Michigan

A COMMON trial to basketball coaches is that too often a painstakingly applied system fails to work—and this even with assiduous drills on the fundamentals of the game. The ideas have been time tested, the material is good, but the concoction simply refuses to "jell." In despair, many coaches have said: "You might just as well simply throw the ball in there, and let them go to it!"

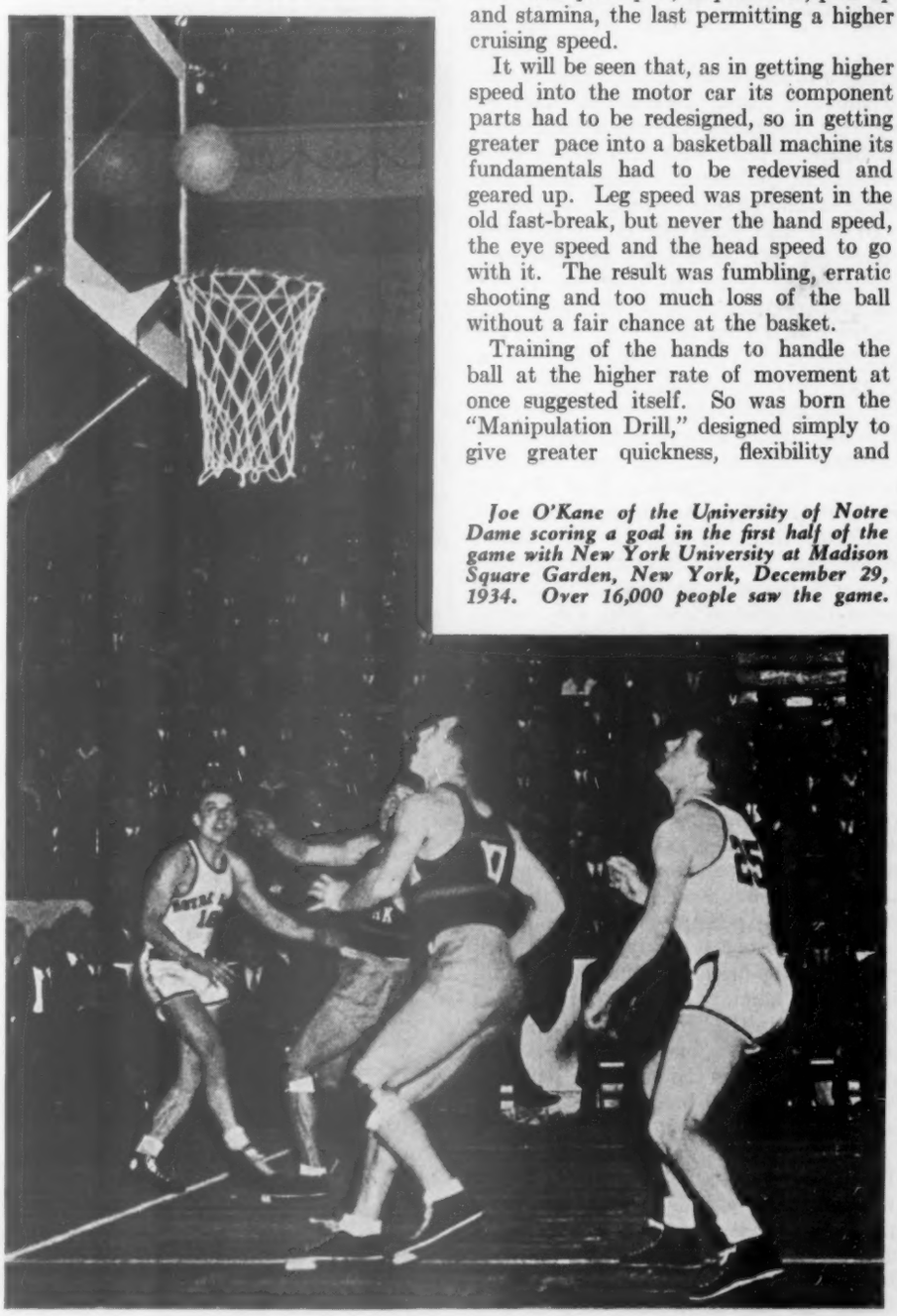
The confounding thing is that the latter method quite often succeeds. What might be called amateur coaches, men without much training, without much method, suddenly mushroom into publicity with game winning teams. They even amass championships, particularly in interscholastic basketball. If there were enough repeat performances of this type, it would make all study of technique appear a waste of time, but, fortunately for the profession, such occurrences are infrequent. It still remains true that hard effort, a definite system or style and thorough grounding in fundamentals are essential for sustained success.

The purpose of this article is not primarily to set forth a system or style, or even to suggest that certain drills may have a special merit, but mainly to throw light on the principle that the fundamentals and the system must be co-ordinated —that, in fact, the fundamentals should grow out of the imperative needs of the system, and, as a corollary proposition, that well integrated fundamentals may in themselves result in a definite system, or, perhaps better, style. While some fundamental drills are shown here and some hint of system is given, that is only because they are essential in getting over the idea. The personal experience related below is not to be understood as dogmatic or born of conceit. The writer is not concerned with advising the great ones of basketball how to coach the game. He wishes simply to be of some help to those who have difficulty in integrating fundamentals and system.

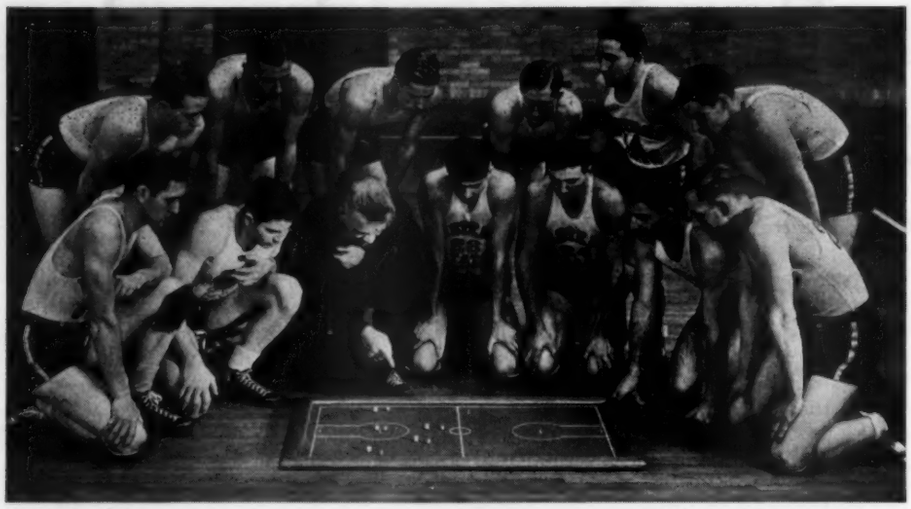
Because his personal experience may have a direct application, the writer will go back to the season of 1930, at which time he changed from a zone defense and a deliberate type of attack to a man-to-man defense and a fast-breaking offense. Some years before, he had used a fast-break off a zone defense, but had always felt the combination lacked a bit of finesse in actual play. This feeling led to the adoption of the deliberate "master minding" type of play. When in 1930 this type became too slow for a public appetite attuned to speed, the time appeared ripe for the resumption of a fast moving offense, with this difference: It had to be more skillful than of old, with all the elements of its play under better control. Its final goal was to become as fast as humanly possible. In short, it had to have speed, and that speed had to be scientific. The basketball team was to become a machine into which speed was built, every part designed and checked for speed, every movement co-ordinated to the higher pace of play. The pat illustration often used to get the idea over to the men was the modern motor car—not so much power, but the elimination of waste effort, of friction, of excess weight, and the inclusion of certain principles, of pressures, pick-up and stamina, the last permitting a higher cruising speed.

It will be seen that, as in getting higher speed into the motor car its component parts had to be redesigned, so in getting greater pace into a basketball machine its fundamentals had to be redevised and geared up. Leg speed was present in the old fast-break, but never the hand speed, the eye speed and the head speed to go with it. The result was fumbling, erratic shooting and too much loss of the ball without a fair chance at the basket.

Training of the hands to handle the ball at the higher rate of movement at once suggested itself. So was born the "Manipulation Drill," designed simply to give greater quickness, flexibility and



Joe O'Kane of the University of Notre Dame scoring a goal in the first half of the game with New York University at Madison Square Garden, New York, December 29, 1934. Over 16,000 people saw the game.



Coach Read and his Western State Teachers College squad of 1933-34 grouped around the strategy board.

strength to the fingers and wrists, and also to embody a foundation principle in learning that frequency of repetition better establishes a habit that does an act performed at infreqeunt intervals. The Manipulation Drill is shown in Diagram 1.

In this drill, each player catches and passes the ball three times in rapid succession before going out of action. Players arrange themselves as shown in the diagram. B, moving toward A, catches the ball from A at (1) and passes back to him at (2), receives the ball from A again at (3), and immediately passes to D at (4). D comes out of his group toward B. B continues toward D, receives the ball again at (5), passes back to D at (6) and goes out of the action. He has caught the ball three times and passed it three times. When the ball is moving around the square clockwise, the players in the action move counter-clockwise, and vice versa. A two-hand push pass is used throughout. The drill is most effective when the trajectory of the ball is kept even with the player's shoulders and the ball is not batted but definitely gripped and released by the fingers at the point of catch.

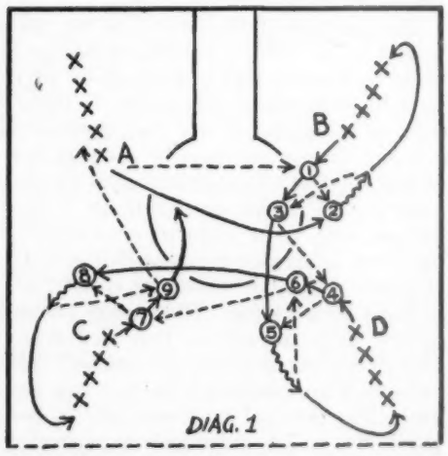
It became necessary next to devise a passing drill which would involve more speed and quickness than the old parallel lines drill. In the action of a high paced basketball game, especially when the defense is being penetrated, there must be continual movement toward the ball with often only the briefest glimpse of it before it comes to hand. The needs of this training are met in the "In File Passing Drill," in which the men line up exactly behind each other and see the oncoming ball only as the man in front breaks out. This drill is shown in Diagram 2. The first man in the A group passes to the first man in the B group, breaks to the left and goes to the rear of the B group. The first B man passes to the second man in the A line and breaks to the right. When the drill is at its best, the ball is almost handed ahead, the players virtually step on each other's heels, perceptions are quickened and the stage is being set for rapid ball handling on the floor. The drill fails when the men hold back to get a longer look at the ball, when they break before they pass and when they pull the ball toward their bodies to "load" it. If a fumble occurs during the drill, the man following should instantly retrieve the ball and get it back into play. This stimulates good ball hounding.

Herbert W. Read

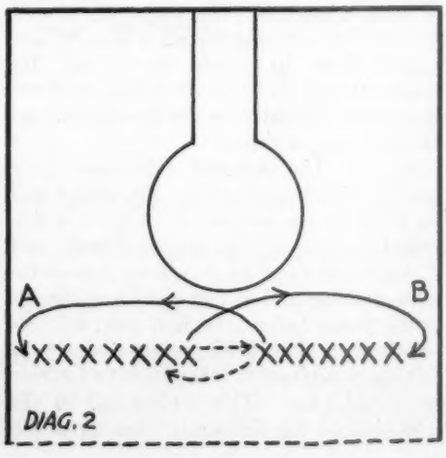
***FOR** many years, Herbert W. "Buck" Read has been head basketball coach at Western State Teachers College, located at Kalamazoo, Michigan. His experience in the field practically covers the period during which basketball has risen to prominence as a collegiate sport. In the past five years his teams have achieved national prominence through a fast-break of unusual speed, featuring some skillful ball handling. During this period Western State has played eighty-seven games, won seventy-one and lost sixteen. From 1930 to 1934, the team did not lose a game on the home floor. On the schedule of Western State have been many of the strongest university and minor college teams in the country.*

The two-hand shoulder pass, the second of three standard passes used in the system is developed in a different type of drill, the "Two-Hand Shoulder Pass Drill," shown in Diagram 3. In this, two groups of players, five to seven in each group, rotate in two different circles, eight to ten feet apart, one circle moving clockwise, the other counter-clockwise. The ball is passed between the circles, as the men rapidly travel around the perimeters. As speed and proficiency increase, players leave their feet, catching and passing the ball while high in the air. Thus the drill takes on a definite ball hawking phase. Common faults are poor timing and belated handling of the ball, in which cases the pass will degenerate into either the push or hook variety.

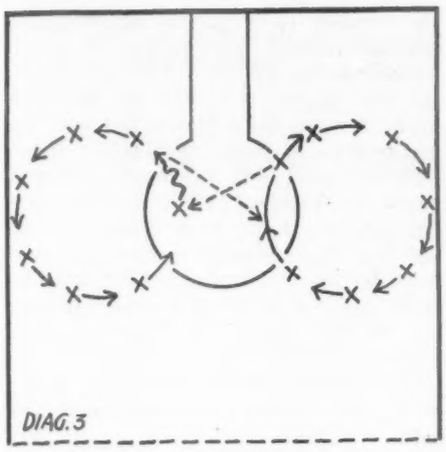
A third type of pass—the side-hand—is used in the system less frequently than the two just mentioned, but is coming more and more to have its place, not merely because of its increasing usefulness but because of a certain amount of color it imparts to the action. It is a variation of the backhand pass, but it is less "blind." A player catching a low ball may advantageously throw it before he straightens up. The same may be true of a player retrieving a loose ball on the dead run. In the side-hand pass, the ball is thrown to the right with the right wrist turned out, and to the left with the left wrist turned

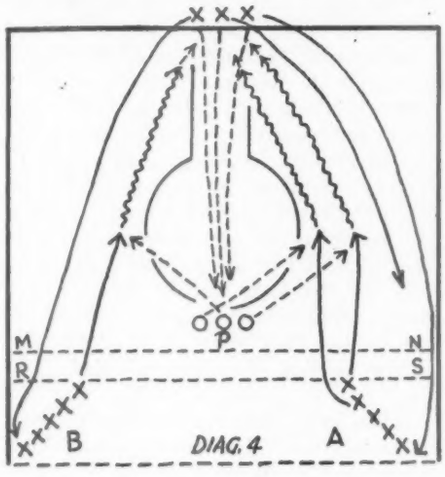


DIAG. 1



DIAG. 2


DIAG. 3



DIAG. 4

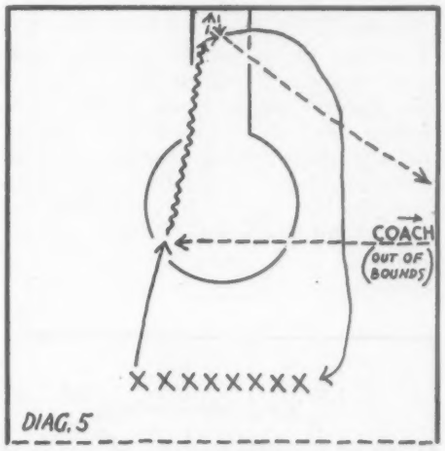
out. The hand not used in throwing simply aids in poising the ball for the throw. The receiver of the throw is picked up as he comes into the line of vision, right or left.

In setting up the "Side-Hand Pass Drill," two lines are established, one (MN) just back of the free throw circle, and the other (RS) four feet farther back. See Diagram 4. Two files of men take their places, at an angle, back of the second line, and three men to start are stationed at the end line under the basket. Three balls are placed on the floor in front of the passer, P, who stands near the line MN, with his back to the two lines.

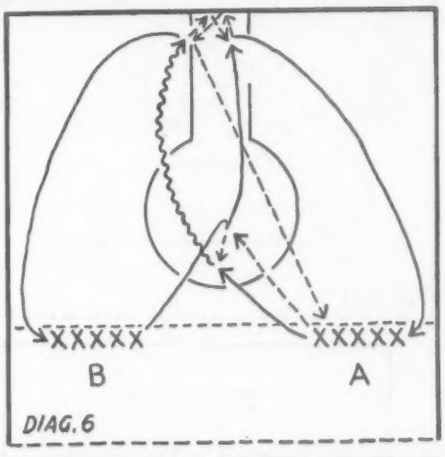
As the passer picks up the first ball, the first player in the A group breaks toward the basket, receiving the ball from P on a side-hand pass and dribbling in to shoot. The passer immediately picks up the second ball and, with the same type of side-hand pass, passes to the left, to the first player in the B file. Then P picks up the third ball and passes to the right, to the second A man. The men under the basket in turn feed a ball back to the passer and go to the rear of the files. Each dribbling and shooting player from the files stays under the basket to retrieve a ball before returning to the opposite file. The passer has a busy time catching and feeding the balls right and left with the side-hand pass.

It will be seen that in this drill the action is quite hectic; three men are coming in at short intervals, three men are retrieving the balls and three balls are following each other back to the passer. Besides teaching a useful and fast pass, this drill accustoms men to the close action of a real basketball melee, and in addition it has some merit in training pivot men for their position.

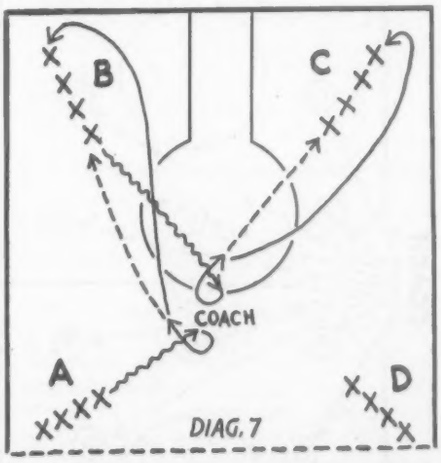
The three passes described, and for



DIAG. 5



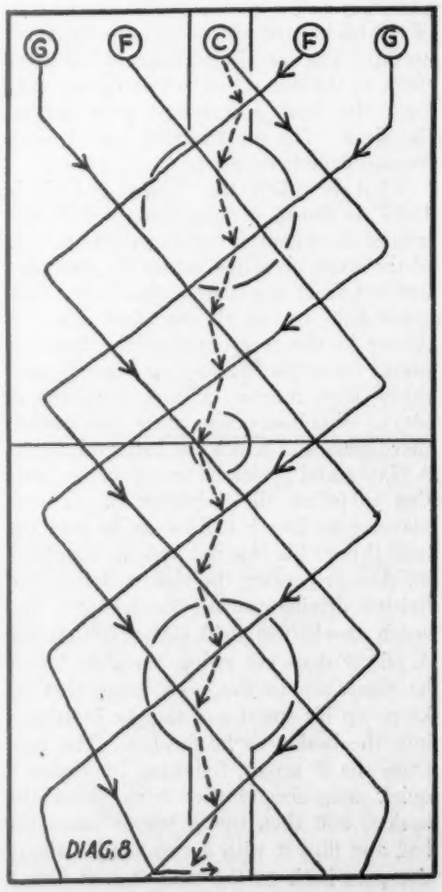
DIAG. 6



DIAG. 7

which the drills have been given, constitute the only ones that are taught in our system. It might be argued that the hook pass, the underhand pass, the backhand pass and the tip pass should also be included. The writer believes, however, that the three passes explained suit the needs of a fast working style, and, since the success of that style must depend to a great extent on the manner in which the players adjust themselves to each other, the fewer the passes and their variations, the more precise will be the adjustment.

With the speed of ball handling thus somewhat assured, is became necessary next to set up a program for getting hold of the ball. Control from the center tip is a standard procedure. Ball hawking, which leads to interceptions and taking the ball off the backboard, may be developed in the shoulder pass drill as well as in other standard practices, but many times opportunities come when the ball is loose on the floor from broken up play or faulty ball handling. The action indicated here is similar to the action on the football field when a fumble occurs. The perfect action is so fast that it is a reaction—a quick movement, speedier than thought. But, in basketball play, it is not enough just to go down on the ball for possession; play must immediately ensue from it, or a held ball occurs. The proficient action demands that the ball be picked up at top running speed, with a pass or dribble coming instantly off the play. It will not be enough merely to describe to the men the appropriate action. There must be a drill which will inculcate the mechanics of the action—the body bent over while the player is at a dead run, the hands picking up the ball cleanly and an ensuing action that will develop



DIAG. 8

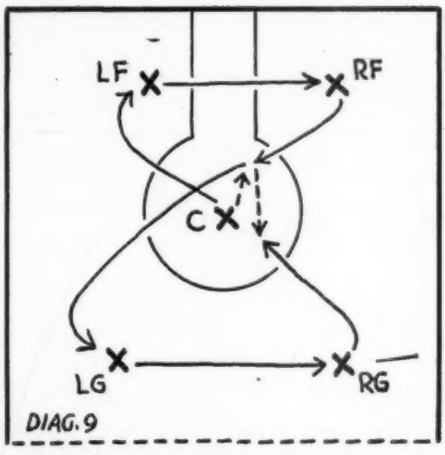
ability to maintain balance and control of the ball.

Thus we have the development of the "Ball Hounding Drill," which is illustrated in Diagram 5. The men are lined up across mid-floor. The coach, standing on the side line, rolls the ball flat across the free-throw circle, midway between the free-throw line and the tip of the circle. In turn, the players drive in at top speed, pick up the ball, dribble to the basket and shoot a set-up shot. This drill is a severe test, not merely for ability to pick up the ball on a dead run but to come up with it under control in time to throw for the basket. To a man working the drill for the first time, the basket arrives with startling suddenness, and in general this is one of the best drills to determine those men who have right co-ordination for fast play. The line across the free throw circle where the ball must be picked up was determined by careful experiment. A point farther away from the basket tends to give the men too much time for forcing the right amount of speed; a point nearer the basket makes a correct play at it virtually impossible. The drill fails of its purpose when men slow up before taking the ball, or when the coach bounces the ball along the floor instead of rolling it flat.

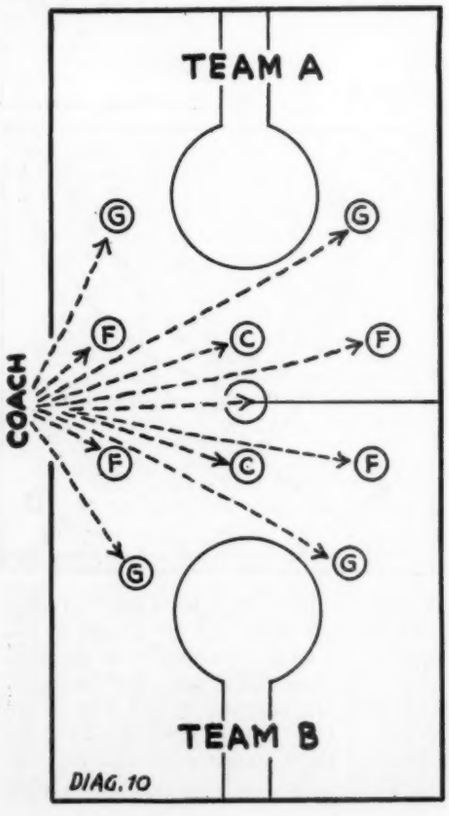
Continuing the search for maintenance of speed under difficult conditions, the writer noted that men traveling fast by the pivot man were apt to go off at a tangent after getting the ball, with the result that they had a hook shot out on one side of the backboard instead of a better close-up flip. The centrifugal force which threw them to the side could be neutralized only by a nice body adjustment after passing the pivot. The thing needed was to teach men to dribble on a curve.

What is called the "Curving Dribble Drill" is shown in Diagram 6. Half the men of the squad are arranged on one side of the court on a line across the floor five feet out from the edge of the circle. The other half are on the opposite side. A player in the A group has the ball. A player from the B group cuts to the free-throw line, receives a pass from the A player simultaneously with his arrival there, passes or hands the ball back to the A player and pivots in the opposite direction to follow the A player in. The A player goes into a dribble as he gets the ball, throws his legs out and his shoulders in, thus preserving the right balance, and finishes driving toward the basket. The coach should watch in this drill that the A player does not swing too wide before he comes up to the pivot man, that he keeps up his speed and that he is driving into the basket as he finishes. The man from the B group, following in, makes a quick snap second shot from under the basket, and then the A player takes the ball and flips it with a two-handed shoulder pass back to the next man in the A group. A variation of the practice has the pivot work done by the A group and the curving dribble by the B group. The drill reaches its most stimulating proficiency when a "double" is executed, both A and B men making good on their shots.

When men drive down the floor on a fast-breaking dribble, having gained a momentary half step or better beyond their defensive men, it is the expectation that they will score, and all their dribbling practice should be paced to this end. However, the immediate defensive man may have speeded up enough to overhaul the dribbler at his inside shoulder just before the basket is reached, or another defensive man, shifting, may cut across the floor and check the dribbler. The tendency in the old fast-break system was for the dribbler to take his shot anyway, either out too far, or against an arm raised defensively. Correct procedure calls for the dribbler to execute a forward pivot out, and pass back to a trailer. It is both unnatural and difficult for the dribbler to do this unless previously he has been trained at the same high speed that the emergencies of the game compel; therefore we should have a forward pivot drill involving this speed. Likewise, when coming into the heart of a defense, if the dribbler finds himself confronted unexpectedly by a shifted defensive man, he must make a lightning reverse pivot to get the ball out of the impending jam. Only the drill for the latter situation, the "Fast Reverse Pivot Drill," is shown here. The former may easily be figured out.



DIAG. 9



DIAG. 10

. The squad is divided, and the men are stationed in the four corners of a forty foot square. See Diagram 7. The coach stands in the center. A player of the A group drives in with a dribble hard at the coach and, executing a reverse pivot to the left as close as he dares, push-passes the ball to a B player, who comes driving toward the coach in similar fashion. First, the coach makes only passive efforts at the ball; later he seeks to get hold of the ball, or knock it out of the pivoter's hands. The players finally become so clever that they seem to hand the ball to the coach as they interrupt their dribble; yet the action is so fast that the coach is lucky if he even touches the ball. A common fault is interrupting the dribble too soon, thus losing much of the point of the drill.

Seven drills have been shown, not all of those used by the writer in preparing his teams for the floor, but only those most peculiar to his system. As stated in the beginning, the idea was to set forth certain principles, and, if the article is gone over again carefully, it will be seen that the paramount principle of speed is observed in every drill illustrated. Thus far, the fundamentals and the system integrate. More than that, the system has actually begun; it is growing out of the fundamentals, a very natural thing, since the fundamentals had their birth in the needs of the system.

Three more drills are shown here which have their special purpose in establishing the team action. The "Five-Man Drive" is not a novelty. See Diagram 8. It may have been seen before in the pages of THE ATHLETIC JOURNAL. But it has certain characteristics which are more or less individual to the writer's system. First, the coach is able to have men drive down the floor at the highest speed of which they are capable, while cutting at angles. Second, he can check the timing to see who is the laggard in the group. Third, he can see who fails correctly to handle the ball at the speed set. Fourth, the players set up an interweaving, cutting pattern. Fifth, when the ball arrives in the vicinity of the basket, it is a nice problem while working

(Continued on page 36)

Basketball System Adaptable to Both Large and Small Courts

By Ryland H. Milner
Jackson, Missouri, High School

OUR basketball floor is one of the largest in southeast Missouri, but, as we play a majority of our games away from home, it is necessary for us to have a system adaptable to a small court.

I attribute the success of our system to its defensive plays. Our method of defensive play is built primarily around our center. When playing on a large court, our forwards drop back to help the center cover his man. When one of the offensive guards out in front has the ball, the forward on the opposite side drops back. As soon as the ball is passed to the other offensive guard, the forward covering him immediately goes out, and the other forward drops back. The forward in dropping back never takes his eyes off the man whom he is covering.

The hardest thing for a player to accomplish is to watch his man and still keep his eyes on the ball. He must do this by what I call "split vision." It is true that when we use this method of defense our opponents' guards get more long shots. However, I believe that the guards miss twice as many shots from the floor as does the opposing center from around the free throw line.

Ryland H. Milner

JACKSON HIGH SCHOOL, with an enrollment of approximately only 150 students, won the state basketball championship of Missouri last year, defeating teams from such large cities as St. Joseph and Kansas City. A number of Athletic Journal readers have requested an article on a type of play that may be adapted to either a large or small floor. Because Jackson High has had abundant experience in adapting its play to floors of various sizes, the coach of this championship team, Ryland H. Milner, was asked to discuss the methods of offense and defense which have been so successful for the team he coaches.

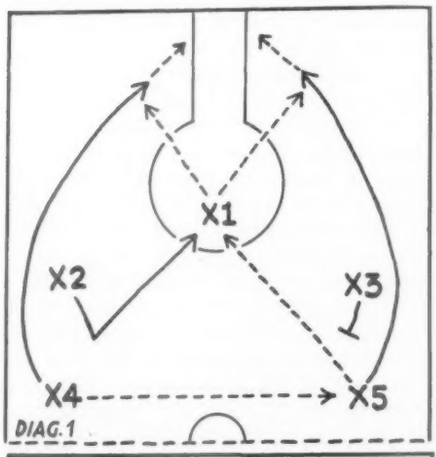
We change our defensive positions somewhat when playing on a small floor. This change puts much more work on our guards, because each must help the center and still cover his man. My reason for this change is that it gives our opponents insufficient room in the back court to work their plays. With our forwards covering well out on the floor, it is very difficult for the opposing guards to get the ball into the back court without having it intercepted.

Should we be playing a team composed of clever ball handlers, we rush them all over the floor at least four minutes out of each quarter. I find there are not many boys who do not become confused by this method. We get either a held ball or full possession of it. This is a method that at least two-thirds of the high school teams never practice. It is a much harder defense on our players than the one I first mentioned, but I find that rushing at certain intervals will give the boys a little time to get their breath.

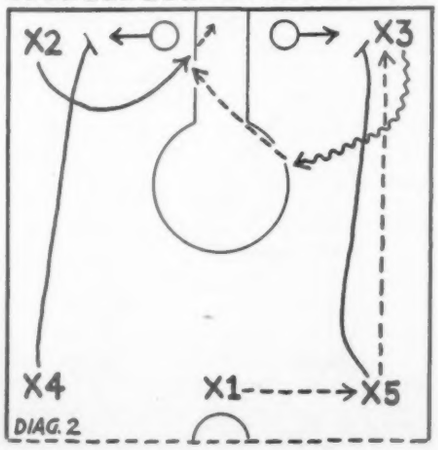
Our type of offensive play on small courts is somewhat different from our play on large courts.

On a small court, our offense depends on a fast-break and our ability to handle and take care of the ball. In case we run into a zone defense, we change over to a passing game, with the guards driving in to the pockets for shots 15 to 18 feet out on the floor. The forwards on both sides and the center are always ready to follow shots. One man always stays back to prevent a fast-break by the opponents.

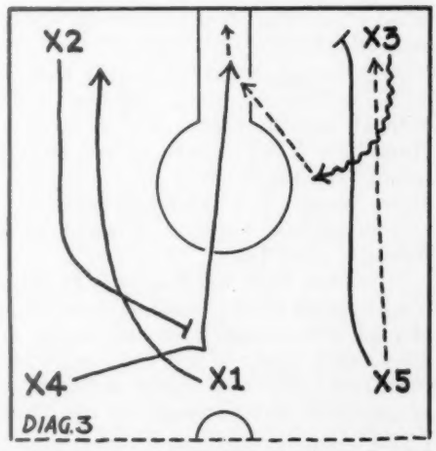
I find that our team, in meeting a man-for-man defense on a small floor, has difficulty in working screen plays. Diagram



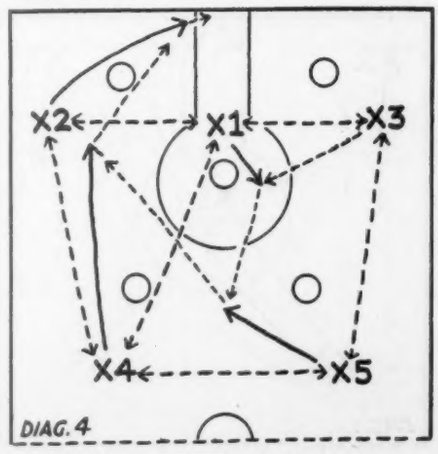
DIAG. 1



DIAG. 2



DIAG. 3



DIAG. 4

1 illustrates an offensive play we use. X4 passes to X5, and X5 passes to X1 in the free throw circle. Forwards X2 and X3 come up and screen for X4 and X5 as the latter break toward the basket on the outside. X1 passes to either X4 or X5. X2 doubles back in front of X1 for a possible shot from the free throw line if X1 is unable to pass to X4 or X5.

When we change from a small court to a large one, our plays become a little more complex. Our system is composed of eight screen plays, each one having an optional play. Diagrams 2 and 3 illustrate two screen plays which we use in spreading out the opponents' defense.

In Diagram 2, X1 passes to X5, and X5 passes to X3, who is in the corner of the court. X5 then follows his pass and screens for X3. X4 screens for X2, who is in the corner opposite X3. X2 takes advantage of the screen by X4 and breaks out and then toward the basket to receive a pass from X3, who has dribbled out and away from his guard. X1 stays back on defense.

In Diagram 3, X5 passes to X3 and then follows his pass to screen for X3 as the latter dribbles out and past his guard. X4 cuts toward the center of the floor to screen for X1, and X1 breaks toward the corner opposite the side of the court the ball is on. X2 cuts out toward the center of the floor and screens for X4, who has just screened for X1. X4 then breaks down the middle of the court, receiving a pass from X3, who has dribbled toward the free throw line. X4 then takes a close shot from his position under the basket.

An offense to be used against the zone defense is shown in Diagram 4. The ball is passed around among the players until the defense is standing still watching it. Then X2 moves in under the basket, X1 moves out a little, X4 takes X2's place on the side of the court and X5 moves over toward the center to take passes from the other players. The object of this set-up is to pass the ball faster than the defensive players can shift. X2 will have open shots under the basket. A possible shot, though by no means the only one, is shown in Diagram 4.

We very seldom meet a zone defense on a large court, but when we do we use plays similar to the one illustrated in Diagram 4 and described above.

The Pivot Play Offense and a Defense for It

By Arthur C. Lonborg
Head Basketball Coach, Northwestern University

AT THE present time, in Western Conference basketball three types of offense are used; namely, the fast-break, which I discussed in a previous article (THE ATHLETIC JOURNAL, November, 1934), the crisscross attack and the pivot play. The pivot play offense seems to predominate at this time.

Teams using this attack usually line up with the forwards in the corner or even with an imaginary extension of the free throw line. The pivot man or post player, usually the center, lines up on the free throw line or a little behind this line. The two guards take positions in front of the defensive front line.

If a team is to use this type of play, the pivot man should, first, be able to catch the ball and, second, he should be a good passer with ability to pick out quickly his open men. To be successful in this type of play, the pivot man should also be a scoring threat, which means that he should be able to fake and turn in either direction and shoot with either hand. The shots taken by the pivoter will vary according to the individual; some men use

Arthur C. Lonborg

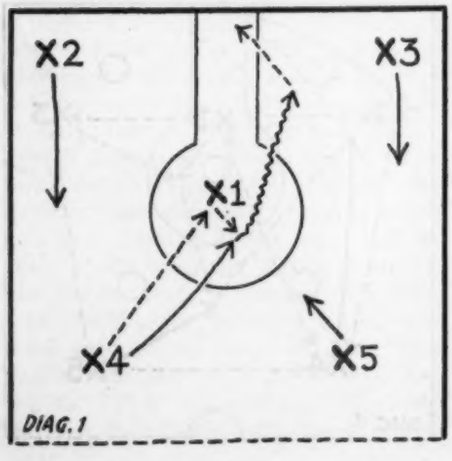
the hook shot, some use the push shot, while others use the underhand shot. Once in a while there is a player who is proficient in all three of these shots. The pivot man, generally speaking, is a rangy player.

Teams have different ways of passing the ball to the pivot man. Some have guards pass directly to him, while others have the guards pass to the forwards and then to the pivot man near the basket.

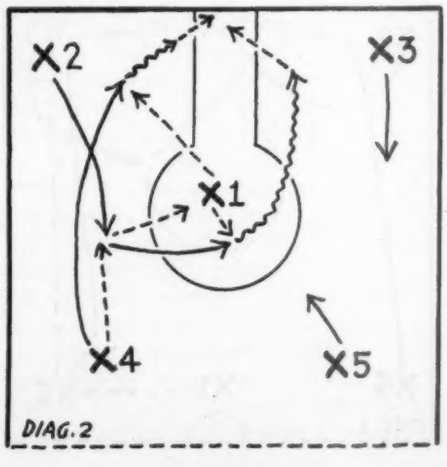
In the play outlined in Diagram 1, a guard, X4, passes by a hook pass, a bounce pass or a push pass to the pivot man, X1. X4 immediately cuts in front of X1 for a return pass. The forwards, X2 and X3, pull out. X5 moves to his left and backs up the play.

A variation commonly used from this play is for the pivot man to fake to X4 and then reverse and dribble in for a short shot. In case the defensive guards close in to stop the short shot, the ball is passed to one of the forwards, who takes a set carom shot. If X1 is unable to shoot or to pass to X2, X3 or X4, he still has X5 to pass back to for a set shot.

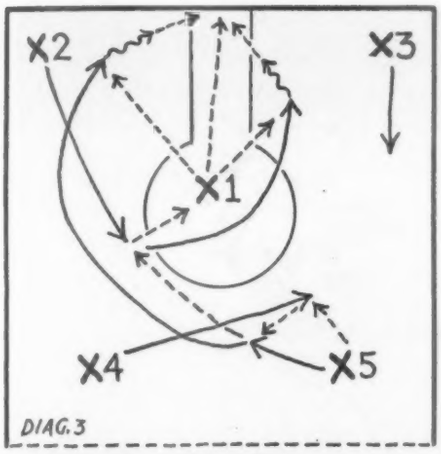
In the play shown in Diagram 2, X4 passes with a push or bounce pass to X2, who has come out to meet the pass. X4 cuts around X2 as indicated. X2 passes immediately to the pivot man, X1, and



DIAG. 1



DIAG. 2



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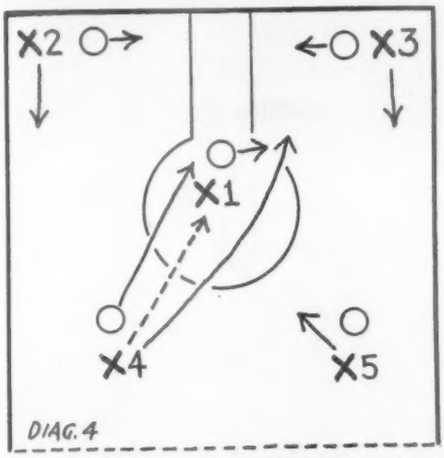


DIAG. 4

cuts in front of him. X3 pulls out. X1 may return the pass to X2, or he may fake to X2 and pass to X4, going in to the basket. X2 may stop directly in front of X1 and shoot, which is a very good play, or he may dribble in to the basket. XI, X3 and X5 are used for outlet passes.

When guards find it difficult to pass directly to another player, they usually crisscross and then pass. As illustrated in Diagram 3, X4 cuts in front of X5 and receives the ball, pivots and returns it to X5, driving by. X5 may then pass to X2, breaking out of his corner, and X2 may pass the ball in to the pivot man, X1. X1 may shoot, or he may pass the ball to X2 or X5, driving in toward the basket.

The Defense

IN DEFENDING against the pivot play offense, most teams use what is known as a shifting man-to-man defense; that is, defensive players change men wherever screened. Teams use different methods of guarding the pivot man. Some teams play the guards behind the pivoter, while others play them either on the sides or in front of him, depending upon the type of player and the position he has taken.

In the play outlined in Diagram 4, the defensive player guarding X4 and the man guarding X1 exchange men as indicated. The two defensive guards may loosen up on the forwards after the pass has been made to the pivot man. They are then in position to stop the short shot and should be able to recover and guard their forwards in case of a "pass-off."

In the play shown in Diagram 5, the defensive man guarding X4 must make two changes: (1) with the defensive man guarding X2 and (2) with the defensive man guarding the pivoter, X1. The man originally covering the pivoter slides and takes forward X2 as he comes around.

Pivot Shots

AS stated above, there are several types of shot that may be used in connection with the pivot offense. One of the best of these is what may be called the pivot shot, a type of push shot that may be used with either one or two hands following a quick pivot.

Pivot shots are specialized types that are different from ordinary push shots. In these particular shots, the player is not facing the basket or driving toward it as the shot is begun. A great deal of practice is required to develop it. The player who uses it must have good balance and a sense of knowing where the basket is, even though he does not see it.

This type of shot, with either one or two hands, should not be used by all players on the team. Small men and men with small hands ordinarily cannot make this shot with a great deal of success.

The action must be very rapid. It begins with a very quick fake in order to cause the defensive man, immediately behind the pivot player, to loosen up on his guarding. In the illustrations shown on the following two pages, the pivot man has received the ball from a guard, faked to the right and quickly pivoted to the left.

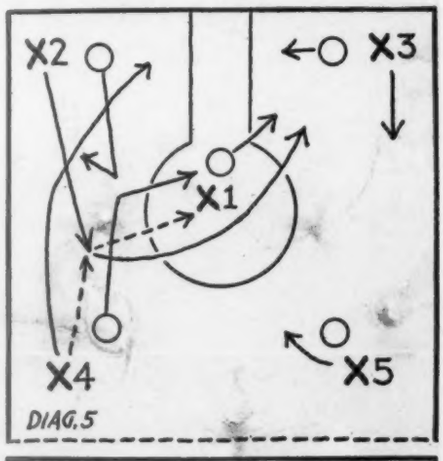
The pivot for the one-hand shot is simply a turn on one foot (the left in the pictures). The player then springs off the pivot foot and shoots while high in the air. In the two-hand shot, the player steps away from the basket and his guard, turns on the foot he has just advanced (the left in the pictures) and then jumps and shoots as shown in Illustrations 9 and 10. The action is continuous.

Some players execute the two-hand pivot shot by simply turning to shoot without taking the step away from the basket.

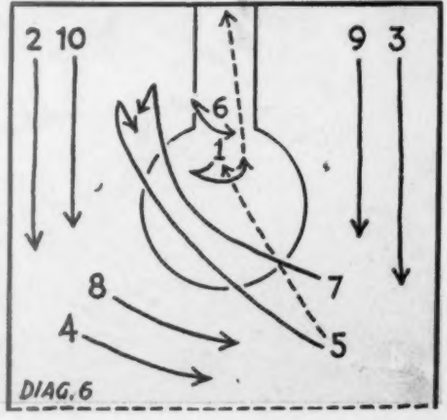
The one-hand pivot shot is executed with a motion similar to that used in putting the shot and is sometimes called the shot put shot. The ball is held on the tips of the fingers just before it is released, because in this position the maximum amount of control may be secured.

One of the reasons these shots are now being used so much is that they are almost impossible to guard against. If the guard of the pivot man plays too close to him, the latter can pivot and dribble in for a shot; if the guard plays too far away, the pivot man may use the shots described here. Defense is largely an individual matter between the pivot man and the man covering him; size against size and quickness against quickness.

Diagram 6 shows a typical play in which the pivot shot is used. This play is illustrated on the following two pages. Numbers 1, 2, 3, 4 and 5 indicate offensive players. Numbers 6, 7, 8, 9 and 10 represent defensive men.



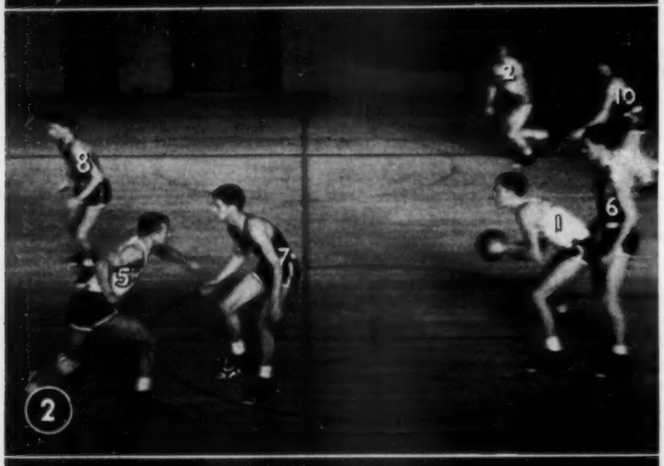
DIAG. 5



DIAG. 6

A *GRADUATE of the University of Kansas, where he won three letters in each of three sports, basketball, football and baseball, Arthur C. "Dutch" Lonborg is now known principally as a successful coach of basketball. His first coaching experience was at McPherson College, where in two years his teams won twenty-three games while losing four. In his next assignment, at Washburn College, his teams in four years won forty-nine games and lost nine. Two of Lonborg's Washburn teams were champions of their conference and one was a national A. A. U. title holder. Taking up his duties at Northwestern University in 1927, Lonborg in his first season brought up to third place in Western Conference standing a team which had finished near the bottom the previous year. Since Lonborg assumed control, Northwestern teams have finished in the first division in the Western Conference every year but one, 1929-30. In 1931, however, Northwestern came back to win the first undisputed Western Conference basketball championship in the history of the university. The 1934-35 season is starting auspiciously for Northwestern with victories over Pittsburgh, Notre Dame and other strong teams.*

1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One-Hand Pivot Shot

Illustration 1—Guard 5 has passed to the pivot man, 1, and is starting his cut by the defensive forward, 7. The pivot man has just caught the ball. Defensive forward 8, visible in the background, is guarding an offensive guard who is not shown in the illustration.

Illustration 2—The pivot man, 1, is protecting the ball prior to faking a pass to guard 5. The right forward, 2, is pulling out of his corner to open up the floor for guard 5, who is cutting. Forward 2 is being followed out by a defensive guard, 10.

Illustration 3—As guard 5 is driving by, the pivot man, 1, fakes a pass to him. Forward 2 has pulled his defensive player, 10, away from the play. Defensive player 7 has retained his position between guard 5 and the pivot man. Defensive man 8 is following an offensive guard (not shown in the picture), who is moving over toward the center of the court to be in good defensive position.

Illustration 4—Having faked to the right and drawn his guard, 6, off balance to the right, 1 has brought the ball back to the left and started to turn on his left foot.

Illustration 5—Continuing his turn, 1 is in the act of transferring the ball to his right hand.

Illustration 6—The pivot man, 1, is starting the one-hand shot. He has transferred the ball to his right hand. Defensive man 6 is clearly out of position to guard against this shot.

Illustration 7—The ball is leaving the pivot man's hand at the height of his jump. Defensive man 6 is attempting to block the shot.

Illustration 8—While the ball is still in the air, the pivot man is alighting with his feet well under him, ready for a follow-up. Guard 5 has stopped and is in position to recover the ball should the shot be missed.

Two-Hand Pivot Shot

Illustration 9—Guard 5 has passed to the pivot man, 1, and has driven by, in a manner similar to that shown in Illustrations 1 through 4. The pivot man is taking a step forward before pivoting and jumping for his shot.

Illustration 10—The pivot man, 1, with the ball in both hands, has pivoted and jumped, and is starting the two-hand shot.

Illustration 11—The ball is just leaving the pivot man's hands at the height of his jump. His arms are fully extended.

Illustration 12—The pivot man is following through on his shot. Guard 5 has stopped short, pivoted and is in position for a follow-up shot.

Members of the Northwestern University basketball team of 1934-35 who assisted in the filming of these pictures were Jesse McAnally, Guy Mercer, Al Kawal, Arthur Foster, Elmer Blume, Milton Rosenfeld and Bernard Davis.

NOTE: Reprints suitable for posting on bulletin boards will be made of these pictures and mailed without charge to any subscriber who requests them; only one set of reprints to each subscriber. Requests should be made at once, although there may be some delay before the reprints are mailed out.

Amateur Wrestling—Builder of Boys and Men

By Hugo Otopalik
Wrestling Coach, Iowa State College

AMATEUR wrestling may be termed an ideal physical activity because of its fine features which are not existent in many of our present team sports. An activity which specializes in the training and conditioning of a certain few muscles only, to the exclusion or detriment of others, cannot be said to be ideal. On the other hand any recreation, sport or physical activity which exercises, trains and develops all muscles and all parts of the body in a uniform, harmonious manner closely approaches the ideal. In all physical activity, our aim should be the development of a harmonious well-rounded, strong physique. Amateur wrestling exercises and brings into action every muscle of the body—no muscles are excluded or neglected.

In this activity, boys are competing with boys of their own weight, age and size. Certainly any sport which brings together opponents unequal in these respects cannot be ideal from all standpoints. Besides developing a clean, strong, healthy, active body, wrestling requires that a boy must be sharp, keen and clever mentally. The boy who enters whole-heartedly into wrestling develops a strong, determined will. He learns to be aggressive and independent, because there are no team mates to assist him in his competition.

So long as amateur wrestling has the support of such educators as Dr. R. G. Clapp of the University of Nebraska, Dr. John Rockwell of Massachusetts Institute of Technology, Walter O'Connell of Cornell University, Professor Clarence Foster of Princeton and hundreds of other fine educators over the country, this sport will continue to be a natural and ideal one for red-blooded American youth.

Professor Granville B. Johnson, well known educator of the University of Denver, recently wrote the following:

"There are many reasons why every normal young man should learn to wrestle. Some of these reasons are very apparent and may easily be seen by anyone. Indeed, many of them have been recognized throughout the ages. On the other hand, there are also values to be gained from wrestling that are deep and not always apparent, particularly to the untrained eye. These last, however, might be said to be in many ways the most important.

"Let us look at these two groups of values: first, at a few of the most obvious ones—for instance, health and strength. These are quite evident and traditional for the reason that, in order to wrestle, a sound body must be built up. Later, the necessary practice of wrestling develops a superb body with abounding health and strength. Likewise, speed and co-ordination are two qualities that must be a part of the equipment of every wrestler. The smooth, graceful, apparently effortless movements that are characteristic of all fine wrestlers are the result of many years of tireless practice. Speed and co-ordination are necessary in order to master holds, breaks, combinations and change of pace.

"Yet, great as these values are, they are insignificant and transitory when compared with the other values that are to be derived from wrestling. The lessons learned on the mat may very well be transferred to the contest called living. This is perhaps because wrestling and life have so many things in common. Therefore, those values that are found in wrestling and may be used in later life are the values of greatest importance. By way of illustration, a few of these great yet incidental values might be considered.

"For instance, courage, the courage that the wrestler develops in order to face his adversary, his willingness to match skill with skill and strength with strength, is the same kind of courage that is called for when facing problems confronting us that come from the complexities of our social and economic life.

"Then, there is self-control. Every wrestler learns how to control himself, for if he gives way to displays of temper he is ostracized by his associates and made to pay a heavy price for his lack of control. In later life he must again restrain himself when confronted with situations that upset his tranquillity, for if he does not he will feel the pressure of the hand of society against him.

"Respect is another hidden but important value. The wrestler respects himself because his sport is no place for the indifferent, soft, undisciplined person. He respects his opponent because he sees in him a competitor who has reached a high enough level to meet him on even terms. In later life, he respects himself because he is a man among the men who achieve; he respects his competitors because they are, like himself, engaged in purposeful enterprises on a high, ethical plane.

"Self-reliance is a quality greatly needed by wrestlers. When they are in the ring they are wholly on their own; they do not have the comfort, inspiration or guidance of their mates, as do those who participate in team contests. They must make their own decisions in selecting the best methods of offense or defense. In later life this self-reliant quality is needed every day. The need for making decisions without the benefit of help is one of the obligations of an independent people. Our complex civilization demands that we make instantaneous and correct decisions.

"Coaches must realize the rich opportunities that exist in wrestling as a means of training for later life. They are therefore urged to point out these and the many other values, so that their pupils may reap the richest benefit from this wonderful sport."

As a concrete illustration of what amateur wrestling is doing for boys of all ages, weights and classes, Coach W. R. Wegner of the Whittier Union High School, Whittier, California, gives us this typical example:

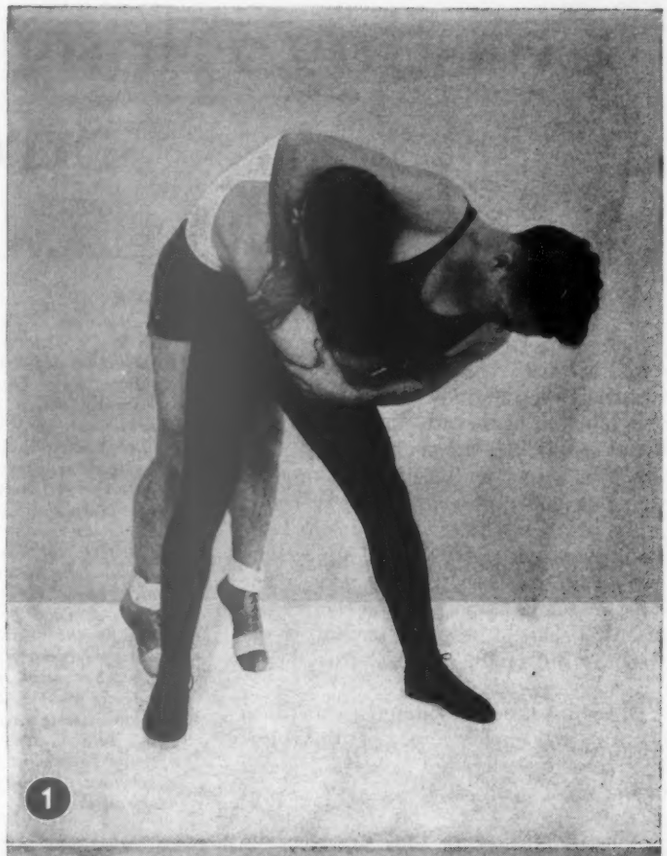
"Many parents of our high school boys on the Pacific Coast think of amateur wrestling only in terms of the short news item movie scenes. Such brutality as slugging and kicking, and good acting, which these movies show, naturally retard the parents' approval of their boys taking part in such sport.

"May I tell you of my experience with one of our boys who really shows other than physical benefits from amateur wrestling? John was coaxed out for wrestling by his chum during their freshman year in high school. He was a very thin lad (he weighed but eighty-nine pounds) and he was timid. Apparently the family had a trace of tuberculosis, for his physique was in perfect condition to start the white plague. As he was such a backward chap, we took a little extra interest in him during practice. In our school tournament he was hopelessly beaten in the 95-pound class. But after four months of training he began to gain self-confidence. His parents reported that he was showing some interest in life other than in reading, that he was eating and sleeping better and constantly lived and talked wrestling, whereas, before, he would not speak on any subject.

"Five months after he came out for wrestling, he defeated those who had defeated him previously in the school tournament and won the right to represent us in the Southern California Interscholastic Wrestling Championships. His weight was then ninety-four pounds. In the tournament he took third place.

"One year later, as a sophomore weighing 101 pounds, he won the Southern California Interscholastic title at 105 pounds. He repeated at the same weight in his junior year. This year he is a senior and weighs about 111 pounds; has shoulders and arms the size of a normal 135 pounder. He is Editor of our high school annual, President of the Scholarship Society, President of the Boys' Hi-Y Club, President of the Cardinal Guards and he has a prominent part in the coming mid-year play.

"His father describes the situation as follows: 'Wrestling made that boy; in three years he changed from a physical weakling to a husky chap, because he was taking part in a sport that was entirely individual, which gave him no chance to lie down on the job. It taught him to lose as well as to win and in so doing to be a good sport about it. Wrestling has given him muscular co-ordination, self-confidence, poise and aggressiveness, as shown by his having the many responsible positions. But most important of all is the fact that my son knows that, to attain success, every boy must live a clean and healthful life.' "



Showing an Effective Method of Taking an Opponent Off His Feet—The Head and Arm Lock and Hip Throw

First Position

Starting from the referee's position on the feet, the aggressor (in black) quickly steps in, taking a head and shoulder or head and arm lock as shown. At the same time, he brings his hips forward and in front of his opponent and raises him partially off his feet. Speed, initiative, good timing and balance are most essential in this maneuver.

Second Position

The aggressor (in black), while in continuous motion, must drop to a knee, bringing his opponent with him. The head lock and arm hold must be retained securely. The movement should be continued to the final fall. The right leg of the aggressor may be used to help get the opponent off balance and to carry the movement along. Rules require that the aggressor's knee must be in contact with the mat before his opponent's body touches it.

Third Position

As soon as the opponent's body touches the mat, the aggressor (in black) brings his legs forward, as illustrated, retaining his hold with a grapevine on the opponent's near arm with his own left arm and a lock on the opponent's farther arm with his own right arm. The aggressor's weight must be held firmly over the opponent's chest. Foreign wrestlers perform this maneuver with great dexterity and often take opponents off their feet in the twinkling of an eye. Hours of diligent practice are required to perform this tactic successfully.

Coasting Along with the Breast Stroke

By Robert W. Brenner

THERE is an excellent opportunity for both coach and swimmer in the breast stroke events.

The attractiveness of the free style stroke is usually persuasive to the younger swimmer who does not see much of a future in either of the two slower styles, the breast stroke and the back stroke.

It follows as a matter of course that the young swimmer who decides to specialize in the breast stroke will not find the same quantity of competition lined up against him as he would in the free style. The same reasoning applies to the coach's position. It should be easier for him to develop an outstanding breast stroker than any other specialist.

Of course there is a difference between quantity and quality of competition. But it is usually easier to become a big fish in the small pond.

Advantages of This Stroke

THE breast stroke, although comparatively slow and not particularly spectacular, has definite advantages. For the many students who cast around for summer jobs, it gives the best entrance into lifeguard work. Of all the strokes it is the most effective in preparing the swimmer for this attractive summer employment. The necessary development in the strength of the legs makes towing and grappling with a victim an easy matter. This basic preparation for summer work yields unexpected dividends when the money gained represents the deciding point as to whether or not a youth can afford to continue school.

AT Washington University, St. Louis, Missouri, Robert W. Brenner established a wide reputation as a breast stroke swimmer, 1927 to 1930. "There is more to coaching than developing swimming machines that go through automatic motions without knowing any of the principles of the stroke used," Mr. Brenner writes relative to the article presented here. "The coach who can explain the basis of the stroke and the relation of one part of the stroke to the others will have more success than one who tells his charges to do this, do that, giving no reason why. After all, the unusual performance is usually given by the 'natural' speed swimmer. He may seldom have the perfect form stroke, but once he understands what his stroke must do he can adapt his natural abilities toward accomplishing that end. The result is not always a picture of good form, but usually it is the most effective stroke for that individual's natural equipment."

The advantage closest to the coach's interest lies in the fact that a good breast stroker often determines the final result of a close meet. In addition to winning points in his own individual event, the breast stroker may be the deciding factor in the medley relay. As there is usually a greater margin of victory for a good breast stroker than for other swimmers, he may pick up valuable ground in his lengths of the medley relay which aid the free styler.

However, the facts that make for less competition in the breast stroke also tend to make it difficult to master. Not only must muscular development be nurtured and directed, and a knowledge of race psychology instilled, but a situation pecular in swimming style exists in the breast stroke. The swimmer must conform exactly to certain prescribed rules of form, violations of which do not aid him appreciably in speed but which nevertheless are sufficient to disqualify him in any competition beyond the dilettante stage. The rules, as published in the annual *Swimming Guide and Rule Book*, must be read and understood by coach and swimmer alike.

Developing Correct Form

PRACTICE yields the same strengthening quality to defects as it does to virtues. If a young swimmer is not set off on the right stroke, any defect permitted to continue will be extremely difficult to correct later on.

Many interscholastic competitions are lax in the enforcement of the form rules in the breast stroke. Perhaps this is an attitude designed to favor inexperienced swimmers, based on the idea that they cannot be expected to have mastered the required form. But this is a great error and one which will later handicap the swimmer.

There are a few things harder to do

Winner of second place in the 200-meter breast stroke in the Olympic Games of 1932, Reizo Koike of Japan is shown above just before inhaling. When his arms reach his side, his head will be lowered and his kick will spring him forward. Koike is short and weighs only 117 pounds.

The illustration below shows an Olympic breast stroke champion in action. Yoshiyuki Tsuruta of Japan won victories in his event in both the 1928 and 1932 Olympic Games. He is short in stature, but slightly heavier than the average Japanese swimmer, weighing 161 pounds.

than to acquire true form after some time spent in swimming with an illegal stroke. The swimmer may work hard, apparently correcting his stroke, but almost invariably he will revert to his old time defects in the heat and excitement of a close race.

So it is of utmost importance to start young swimmers off with careful coaching of the fundamentals of form in the breast stroke. Put aside all thought of developing stamina, and forget speed entirely. Let these develop incidentally. They will come along in time and are of no use if the correct form does not accompany them.

The Kick

THE greatest difficulty is usually experienced with the kick. The rules require that the body be bilateral in its movements in the breast stroke and any deviation in the leg stroke is immediately discernible. The kick is where illegal form is most easily spotted. It is a test of the whole stroke, because, no matter where the error may be, the chances are it will show in the kick.

Frequently the legs themselves are at fault. The proper kick depends entirely on having both legs going through identical, simultaneous motions, with corresponding parts of the legs in the same plane in the water.

The rules do not prescribe any particular sweep or thrust of the legs. They demand merely that both legs do the same thing at the same time. It is all right to break water with the kick if both legs cut the surface to the same degree.

If the body is not floating evenly in the water, the kick will be uneven, and one shoulder will be higher than the other. So the main things to watch are the shoulders and the kick. If these two are even, the stroke will conform to the rules.

Types of Kick

THERE are several types of kick generally used in the breast stroke. There is the backward kick, which is essentially a thrust. Another type is a spread with the legs and a sweep together with a squeeze motion. A third is a whip of the lower part of the legs, hinging the motion around the knee, not drawing the thigh forward to any great extent.

Good swimming time has been made with all three of these movements, and the choice of any one would seem to depend upon the natural inclination of the swimmer. Some swimmers who have a strange natural quality which enables them to get a good "hold on the water" with their legs get extreme power and distance out of the sweep and squeeze. This makes for a long, smooth stroke which has enabled many a frail youth to find success in swimming, as he gets great distance with a minimum of effort.

A bird's-eye view of a breast stroker showing almost perfect form in the elementary, surface style of breast stroke. Note the level, high position in the water and the even leg movement. The time of the photo is just after the swimmer has inhaled, preparatory to forward arm thrust and backward leg kick.

The thrust is a short, jumpy stroke and is best used by a strong swimmer who can keep plugging throughout the entire distance.

The whip is becoming generally used and a full development of its possibilities will be seen in the near future. It eliminates one of the handicaps of the stroke by reducing the resistance caused by bringing the legs up in their recovery. In the whip movement, the necessary spread between the legs is gained not so much by separating the legs and pulling them under the body as by giving the lower leg a semi-circular thrust upward and outward and getting the spread without the necessity of bringing the heavy portion of the upper leg forward, which in effect amounts to a back-water motion and greatly reduces the forward glide.

Developing a Legal Kick

THE same rule applies to each of these three kicks: Do the same thing with each leg at the same time.

A frequent cause for disqualification is the practice of holding one leg higher in the water than the other—in a different plane. This is a defect hard to overcome. The swimmer usually cannot feel what is wrong. If his kick is below the surface, there is nothing to tell him his legs are uneven.

Perhaps the best remedy for this condition is to have the breast stroker turn over on his back and hold his head in a position to watch his legs as he puts them through a reverse breast stroke kick.

Now he can check on his knee action and see that his knees come up to his body at the same angle and at the same time. He can follow his foot movements and, watching his legs carefully, he can guide them through the proper motion and can experience the sensation of the proper kick. Once he has this feeling, he can tell without observation whether or not both his feet are being propelled through the same arc. He can also watch his legs to see that he is getting sufficient spread between them. He now knows how it should feel when he is doing the kick correctly, and the battle over an illegal stroke is half won. The other half lies in constant practice, with concentration always directed on the kick, so that he can "groove" his motions.

The Arm Stroke

THE arm stroke must conform to the same general rules as the kick. Each arm must go through the same motion. This comes quite naturally, and little difficulty is experienced with this part of the stroke.

However, the length of the arm stroke is a detail requiring close attention. The arms serve not only the function of aiding the forward motion but they must also be used to give the proper balance to the body. If drawn back too far, they tend to drive the head downward. This is of advantage in underwater swimming but this type of breast stroke should not be considered in the preliminary stages.

So at first it is best to bring the arms through an arc of about 60 degrees and then to break them sharply down toward the center of the body, bringing the elbow and upper arm flat against the body.

This holds the body in the proper position necessary to take full advantage of the kick which sets in just as the arms are again thrust forward.

Correct Breathing

BREATHING in the breast stroke is quite a simple matter if done at the right time and if the stroke is in good order.

Exhalation should take place during the forward recovery thrust of the arm stroke. This is an ideal time because the outward flow of air is forced by the contraction of the lungs in bringing the arms close together in the thrust.

For the same reasons, the most natural time to inhale is just after the backward sweep is started. There are two reasons for this. One is that inhalation is aided by stretching the arms sideward and outward, this causing an expansion of the lungs. The other is that forward motion is at a minimum at this time. If breathing is delayed until the end of the arm stroke, it will be found that a wall of water has formed in front of the head. To breathe at this time would mean either getting a mouthful of water or mak-

(Continued on page 33)

The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

Vol. XV January, 1935 No. 5

Published by
THE ATHLETIC JOURNAL PUBLISHING CO.
6858 Glenwood Avenue
Chicago, Illinois

JOHN L. GRIFFITH, Editor

Strength or Weakness

THE test of a man's character is the way in which he meets adversity. The way in which a football team takes defeat shows whether or not the players are made of sturdy stuff. Depressions test the courage, character and stamina of a people.

When a man is in trouble, there is always the temptation for him to look for the easy way out. A working man out of funds tries to recoup his fallen fortune by turning bandit. A college that has suffered reverses in football hires mercenaries to represent it on the gridiron. A government that has been extravagant in spending the people's money repudiates its obligations and inflates the nation's credit or currency. These will but serve to illustrate a point.

When conditions become chaotic following great upheavals such as are caused by major wars, with the result that men find themselves jobless or hungry, the temptation is to place their lives and property under the direction of a strong leader. When this happens, dictators should not be blamed but rather the people themselves.

Shakespeare once said,

"The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings."

The football coach must evaluate the qualities and character of his men. He must learn whether they can "take it" and come back fighting harder than ever, or whether they will grow soft with the hammering that a tough opponent will and can administer.

Our pioneer ancestors exemplified the fighting spirit that has always been characteristic of the American people. Theirs was a fight for existence. They believed in free competition, but they competed in a spirit of comradeship and possessed a willingness to help the unfortunate.

During the World War, we all got into the game. The ladies knit sweaters and socks for the men at the front. The farmers and industrialists worked as they had never worked before to produce supplies. Four million of our young men shouldered arms. This was a period in which were stressed strength, loyalty, patriotism and competency.

Following the War, the inevitable reaction set in. We were tired of fighting. We had heard enough about patriotism. We wanted a rest. There are always those who are ready to give us what we want. Consequently, cults of the under men, the cult of incompetence, the philosophy of the defeatist came into prominence. This was a period in which the cynics ridiculed loyalty, patriotism, hard work, thrift and industry. This was also the period in which inflation caused by the World War upheaval sent prices skyrocketing and saw the American people gambling as they had never gambled before.

Depression softened many of the people, but it made the fighters tougher than ever. The politicians wisely played for the votes of the unfortunate, of those who had bet and lost and of those who wanted someone else to fight their battles for them.

Through all this time school and college athletics, which place a premium on individual initiative, on loyalty to the cause, on patriotism, on hard work, on self-sacrifice and also on fair play, stood as a bulwark against the disciples of soft living.

Several million boys who have been competing on the school and college teams know what it is to take a licking and keep going. They know that they are masters of their own athletic destinies and they know that they have to pay the price for victory if they want to win.

When the history of this period is written, perhaps some student of sociology and of human life will record that our amateur athletics were at least partly responsible for keeping alive the old American spirit of fight and of self-reliance, and the belief in reward and punishment, reward for those who deserve to succeed and punishment for those who fail because they deserve to fail.

Tax on Sporting Goods

FOLLOWING the World War, when taxes generally were raised for the purpose of liquidating the War debts, it was proposed that the government levy a tax on athletic goods.

At first thought it seemed only right that people who could afford to play polo, for instance, as well as others in fortunate circumstances, should help bear the tax burden. However, an examination of the facts revealed that the burden would fall on the youngsters.

It is clear that relatively few men play polo and that the total amount of money spent for polo equipment is very small as compared with the total amount spent for other athletic articles. If a sporting goods manufacturer makes an article to be sold for $1.00 and a tax is applied by a jobber and retailer, the article finally is sold for probably $1.25. There are comparatively few wealthy men in the United States, and these men buy comparatively little athletic equipment. Probably the men in the middle economic brackets can afford to pay a tax on such articles as they may use in athletics, but the bulk of the merchandise is purchased for small boys and by the small schools, schools which are tax supported.

These facts and others were presented to the House Finance Committee back in 1921 with the re-

sult that the Committee very wisely decided not to impose the tax on athletic goods, having in mind especially the kind of athletic goods that are used in the schools and colleges and in the parks and playgrounds.

However, a tax on sporting goods was levied a few years ago. It was one of the emergency taxes which have sometimes been called nuisance taxes. The bill creating this tax specified that it would operate until July 1st, 1935. This being true, unless an effort is made by some members of Congress to have the tax retained, it will die a natural death. Those coaches who have found it difficult to buy adequate equipment in the past few years will act in the interests of their students if they take the trouble to write to their representatives in Congress suggesting that this tax should not be retained.

There are several potent reasons why Congress might well allow this tax measure to die. First, the government never realized very much in returns from this nuisance tax. Second, if our people are to have more leisure time, then it is hoped that they will spend as much of this time as possible in outdoor sports. If a boy can see a baseball game or a moving picture show for a quarter, and cannot because of the high cost of athletic goods afford to buy the articles that he would like to have, then in the course of events he becomes a spectator instead of a participant. No one, of course, can estimate to what extent this principle applies. We do not know how many more boys during the past few years would have played baseball, golf, tennis and other healthful sports, if they had not been taxed to help someone else. It may be necessary to tax corporations and all who have incomes over a certain amount in order to help those who in recent years have found farming unprofitable, who have been unable to make their business pay or who have looked in vain for jobs. It is difficult to understand, however, why the burden should be placed on the young generation.

The government recognizes the value of athletic sports in building morale, health and character in the CCC camps. During the World War, the War Department encouraged athletics in the camps. We might insist that the same consideration which was shown the men during the War and the young men who are today in the CCC camps be likewise shown the unorganized army of young Americans who, if given any chance at all, will organize their own sand lot teams and engage in wholesome athletic sports.

The New York Meetings

DURING the Christmas holidays the following organizations, all of which are interested in physical education and athletics, met in New York City: The American Football Coaches' Association, The Student Health Association, The Society of Physical Directors, The Track Coaches' Association, and The National Collegiate Athletic Association. Each of these groups has its distinct function and the programs were arranged with a view to presenting the matters that are of peculiar interest to each organization.

The sentiment of the football coaches seemed to be that the game is in good condition, the rules on the whole are satisfactory, coaching is coming more and more to be looked upon as a dignified profession and the future is promising.

Talks with men at the various meetings of the N. C. A. A., as well as public reports made by delegates, left the impression that the college men who are closely connected with intercollegiate athletics in various sections of the United States, while sensible of the problems connected with athletics, are not unduly alarmed.

As is always the case, there were a few who seemingly feel that athletics should be dealt with as an institution. The great majority, however, are convinced that athletics may be good or bad, depending upon the way they are administered and upon the character of those who play, coach and officiate.

Dr. Savage, of the Carnegie Foundation, in a meeting not sponsored by any of the groups that met in the Pennsylvania Hotel, was reported in the press in substance as suggesting that athletics here and there were not perfect. It is interesting to note that these remarks were given great publicity. If Dr. Savage had suggested that the churches or colleges were not perfect, his observations would have received little or no publicity. Since men are not perfect, the institutions that they create quite naturally are imperfect. Calling attention to the frailties of human nature may be desirable as a means of pointing out to those who err the error of their ways. The critics and the cynics serve a useful purpose. The real and lasting work, however, is done by those who by educational methods seek to improve human nature.

The majority of the delegates to the New York meetings reported that their financial problems were not so pressing as they were a year ago. The attendance at football in most of the sections increased over the attendance in 1933. The interest in basketball seemingly is on the up grade, and the other sports that are commonly found in the colleges are in good condition.

Everyone who attended the meetings in New York must have come away feeling that college athletics have come through the depression in good shape, that the games are in good hands and that in most districts those who have a sense of responsibility for maintaining athletics on a high plane have had courage enough to resist attempts that have been made to degrade and professionalize the games.

It is difficult to compare the character and capacities of the coaches year by year, but it is more easily possible to compare those who are now coaching with those who were training college teams a quarter of a century ago. Today there are more men per thousand than there were then who have a sense of responsibility toward the character and work of the institutions with which they are connected. The professional type of coach is rapidly passing out of the picture. This augurs well for the future of intercollegiate athletics.

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The Educational Value of Football

By Dana X. Bible
President of the American Football Coaches Association

A DISTINCT honor falls to my lot today in that I am privileged to represent the American Football Coaches Association before this large group of university representatives.

Throughout the years, football has been closely associated with university life, and we who are in direct contact with the boys who play the game and the men who lay down the rules of eligibility feel that football has a definite part in a well-balanced program of any American university or college.

The formation of the American Football Coaches Association came as a result of the foresight and enthusiasm of Major Charles D. Daly, prominent coach and past gridiron star. He called the first meeting by inviting friends to meet with him here in this city to discuss the feasibility of organizing an association which would bring together the college football coaches of the country for the common good and improvement of the game.

That meeting was held in December, 1921, at which time, with the approval of the National Collegiate Athletic Association, formal organization was perfected. In behalf of our group, I wish at this time to express appreciation of the recognition extended then by the N.C.A.A. and of the helpful advice with which that organization has since assisted us in our progress.

Aims of the Association

THE objectives of the American Football Coaches Association may be outlined thus: To help maintain the highest possible standards in football and the football coaching profession; to discuss matters of mutual interest; to submit to the proper organization suggestions for the improvement of football; and to place at the disposal of coaches sources of football information.

I have taken your time with this brief historical digest in order that you may know the purpose of our organization and the goal toward which we strive.

The presence of a football coach at a meeting of this nature—an honor which I assure you the coach in question greatly appreciates—would seem to imply that football, like your respective specialties, is an activity which has a certain value in enriching the experience and increasing the social usefulness of young men. If I interpret the signs aright, it means that you gentlemen, as representatives of educational institutions, are alive to the educational values in competitive athletics and that you recognize the important part they play in the school's function of making boys into men. Many coaches are sincere in the faith that a well-rounded program of physical training and athletics has useful things to offer both to him who participates and to him who watches from the grandstand, and this faith inspires these coaches to hope that our profession may soon come to be considered a department of education with the dignity and stability proper to such a status.

It is true that the great development of athletics in the last twenty-five years has proceeded along the line which lies outside the bounds of a regular curriculum. Their spontaneous origin and irregular development have brought with them some disadvantages. In the first place, the athletic program in many cases has assumed such importance in school life that it has not been satisfactorily adjusted to the academic welfare of the school. In the second place, the fact that coaching has had no recognized educational status has made the profession a precarious one and has almost forced coaches, especially young men with their futures before them, to neglect every other consideration in a desperate attempt to win games and, therefore, establish their reputations. Finally, the extracurricular character of sports has allowed coaches to yield to the professional temptation of confining their attention to the boys who are already best developed athletically, thus restricting athletic training to those who need it least. These three conditions, all results of the irregular evolution of athletics, constitute, from an educational point of view, grounds for indictment of school athletics in general. It may be said in reply, however, that the co-operation of the faculty in athletic councils is, to some extent at least, removing the conflict between athletic departments and academic interests; that year by year more coaches are seeking to establish their calling as a profession and a department of education; that the great and growing development of intramural sports is rapidly removing the grounds for the statement that athletics chiefly help those who least need help. It cannot be claimed that any of these features which make football objectionable as a part of the educational system have been wholly counteracted; but at least they have been recognized as problems by the leaders in the coaching profession, and we may therefore hope to see them lessened with time.

Dana X. Bible

AS PRESIDENT during 1934 of the American Football Coaches Association, Dana X. Bible delivered the address printed here at a joint meeting of the National Collegiate Athletic Association, the Society of Physical Directors in Colleges, the Student Health Association and the American Football Coaches Association in New York, December 27, 1934. For a number of years, Mr. Bible has been Head Football Coach and Athletic Director of the University of Nebraska.

What Can Football Teach?

THE irregular and spontaneous growth of sport has given this activity at least one positive virtue, one great advantage over other departments of education. Whatever you gentlemen may think of the educational value of football, you can certainly not deny the genuineness and vigor of the students' enthusiasm for it. The coach has at his command an inexhaustible fountain of unaffected zest and ardor which may well arouse the envy of the teacher of English or history, who considers himself lucky if, by bringing to bear the most consummate skill, learning and devotion, he succeeds in arousing one-tenth the interest displayed by the most languid candidate for a football team. Surely this boundless energy and interest placed at the coach's disposal imposes upon him a heavy responsibility and offers him a magnificent educational opportunity. Modern educational theory emphasizes the importance of making a student feel that the assignment is something which he is not forced but privileged to engage in. This state of mind, obtained in the classroom only by the instructor's intense effort, is merely normal on the football field. It is to be

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expected, therefore, that whatever value football has to teach the youngster will inevitably get home to him.

This leads to the central question. What is there of educational value that football has to teach? Without venturing upon what would be in this gathering a highly dangerous attempt to define educational values, it seems to me that the late President Theodore Roosevelt summed the matter up correctly when, in speaking of education for a growing boy, he said: "What we have a right to expect from the American boy is that he shall turn out to be a good American man. Now the chances are that he won't be much of a man unless he is a good deal of a boy. He must not be a coward, a weakling, a bully, a shirk or a prig. He must work hard and play hard. He must be clean minded and clean lived, and be able to hold his own under all circumstances and against all comers. In life as in a football game, the principle to follow is: Hit the line hard; don't foul and don't shirk, but hit the line hard."

The average American father is not looking for a personally conducted tour through life for his son. He doesn't want him to be led by the hand or fed from a spoon, and, therefore nothing is more important than that a boy should learn during his formative years to control and command his own powers; to focus them upon a single end; to mobilize them quickly and completely; to think fast and realistically; to disregard pain and risk in pursuit of a desired end; to subordinate his interests to the interests of the group; to co-ordinate his activity with the activity of others engaged in the same task; to call up and expend in an emergency his last reserves of strength and courage; to pour out all of his energy in furious effort, observing at the same time a chivalrous regard for the rights of others, the rules of the game and the limits dictated by decency and sportsmanship. Football not only teaches him the will to win and the way to win, but it teaches him something else. It teaches him how to meet defeat. When he is defeated what is his attitude? Does he curl up and quit? Does he whine? Does he attack the sportsmanship and ability of his opponent? Or does he keep his chest out, his head up and face the world with clear eyes and self-respect? And in defeat is he able to stand by the side of the road and cheer as the victor goes by while his spirit reechoes the words of the old Scotchman wounded in battle?

" 'Fight on, my men,' Sir Andrew said.
'A little I am hurt but not quite slain,
I will just lie down and bleed awhile
And then I will rise and fight again.' "

This is a training, it seems to me, that lies at the heart of the development of an individual toward good and useful citizenship.

Football as Laboratory Training

NOW it is possible in the classroom to preach all this to a boy to show him the need and importance of it, but it is vital and imperative that he should have a laboratory training in carrying out the precepts given him. Football furnishes such a laboratory.

Like any other program, however, proper leadership is essential if we are to get the full value from it. The duty of the coach, it seems to me, is to make these habits a part of the current ideal of every student. In order to do this the coach must drive himself and his teams. There must be no affectation about not caring for victory. He must care for victory and fight for it hard and cleanly. He must seek to make the game a thrilling exhibition of skill, cleverness, daring and finished technique, but in all his ambition to win he must never forget that victory is a means and not an end; that fundamentally his duty is to make sound, keen, decent men.

I have tried today to avoid empty phrases and to speak realistically of our profession. In closing, I should like to urge that you continue to be friendly, critically friendly, if you like, in helping the coaches to make football play a valuable part in the molding of good human beings.

LOOKING AHEAD

***FUTURE** issues will contain some excellent articles on basketball, football, baseball, track and training, as well as intramural activities. Arthur C. Lonborg, Northwestern University coach, has two more sets of basketball pictures, with explanations, one on free throwing and one on the push shot. The American Football Coaches Association has again authorized The Athletic Journal to publish excerpts from the proceedings of its annual meeting. These include speeches on technical phases of football by Bernard Bierman, University of Minnesota, Harry Stuhldreher, Villanova College, and Francis Schmidt, Ohio State University. Art Smith, West Virginia University track coach and trainer, has written a splendid article on training. A well-known college coach has promised to discuss baseball fundamentals. A combination crisscross and side line basketball offense is explained by E. A. Hetzner, Tennessee high school coach. Results of a study of the effect of the 10-second rule on basketball play are interpreted by John C. Foti of Milwaukee. The relationship between scholarship and athletics are suggested in a study reported by L. V. Windnagle of Washington High School, Portland, Oregon.*

Drills on Basketball Fundamentals for High School Players

By Lester G. Bursey
Cooperstown, New York, High School

WE all know that if a team is to be successful on the basketball floor it must be thoroughly drilled in the fundamentals of the game. There is but one method I know by which we may attain good results; namely, daily practice.

A high school coach has a difficult task to teach his squad the major fundamentals of the game and still be able to hold the boys' enthusiasm. If we are in this coaching profession as a life work we like to know that our efforts have been well spent. I believe it is the pride of every high school coach to have some of his former pupils make a college quintet, and it is my belief that if a boy is to make one of these teams he must have a fair knowledge of the fundamentals.

We use a series of drills under game conditions to teach the main fundamentals; namely, passing, shooting and footwork, which includes stops and pivots.

***ALTHOUGH** Cooperstown High School has a registration of less than 300 students, its teams compete on an equal basis with those of the large city schools in its section of New York State. Last season Cooperstown won the Class C basketball championship of its section and defeated Union Endicott High School for the championship of the southern tier of schools. Lester G. Bursey is noted for squads that are well drilled in fundamentals.*

In the past ten years I have had some very tall centers. However, most of them seemed glued to the floor when attempting tip-off plays, and their timing of the jump seemed hopeless. I experimented and finally developed a device that helped my centers to get up in the air for the tip-off. I attached a basketball to one of our flying rings. So if you have this trouble and the rings are a part of your gym equipment I suggest trying this stunt. I have found out that it not only gets the boys up in the air but develops their ability to time the tip-off, as well as to use their wrists to the maximum. One of the assistant managers raises and

Much will come of this meeting in 1935

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• • •

Have your dealer show you the Reach Resilite Bats and the Reach Official American League Ball. They're perfect companions. And see the complete 1935 line of Reach Baseball Equipment. A. J. Reach, Wright & Ditson, Tulip and Eyre Streets, Philadelphia, Pa.

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BASEBALL EQUIPMENT

lowers the rings. Five minutes of practice for centers on this device is well spent.

Many basketball books mention pivoting around chairs as an aid to developing footwork. We happen to have as part of our physical education equipment four potato race standards. We use these four discs regularly in our early season practice to pivot and reverse around as most boys take it as punishment when asked to play dummy so early in the season. We shift these standards all over the floor so that the boys use the maxium number of pivots.

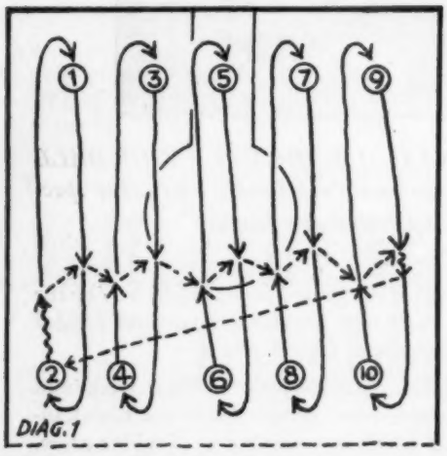
All our basketball drills on shooting and passing are of a competitive nature, and many take place under game conditions. We have very few scrimmages and they are short.

The above paragraphs describe the program we use throughout the entire season. Interest is always present from the beginning of the season until the boys hang up their suits.

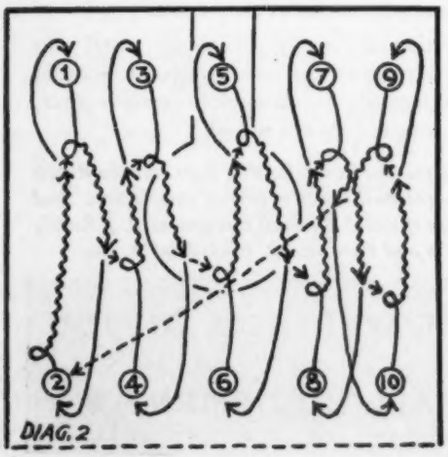
Diagram 1 illustrates a drill in which several types of pass are used: chest pass, bounce pass, two-hand underhand pass and one-hand underhand pass. The players go at top speed. Competition is between two groups, one at either end of the floor. A stop watch is used to record the number of passes made within a given time and also the time that elapses before the first fumble occurs. A daily check is kept on the results. As the diagram makes clear, 2 dribbles and passes to 1, who has cut toward him, and 1 passes immediately to 4, who has broken out from his original position. After breaking out and passing, players take the places of those originally opposite them.

A drill somewhat similar to that illustrated in Diagram 1 is shown in Diagram 2. In this, each player does a complete pivot, dribbles a short distance and then passes. When the boys have learned the fundamentals well, the passer may become the guard as soon as he has passed, and the receiver may pivot around the guard before passing to the next man.

Diagram 3 shows a drill which is a combination of complete pivots and half pivots. It develops players in quick stops and turns. Player 2 makes a complete pivot before dribbling and passing.



DIAG. 1



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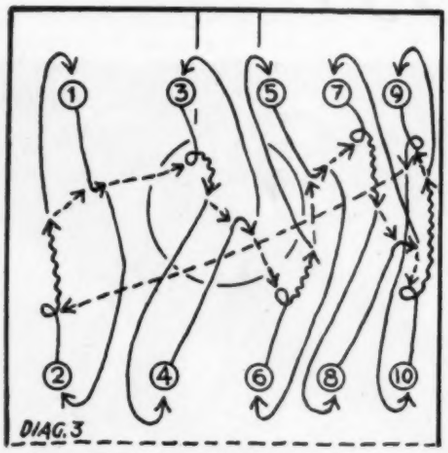

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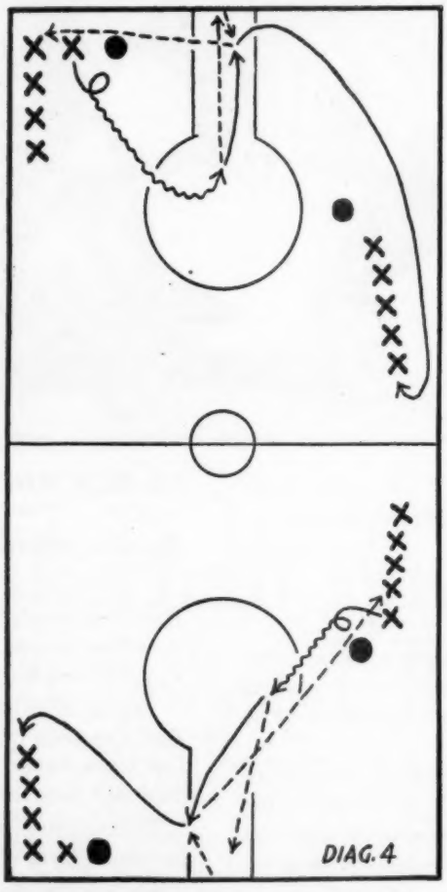
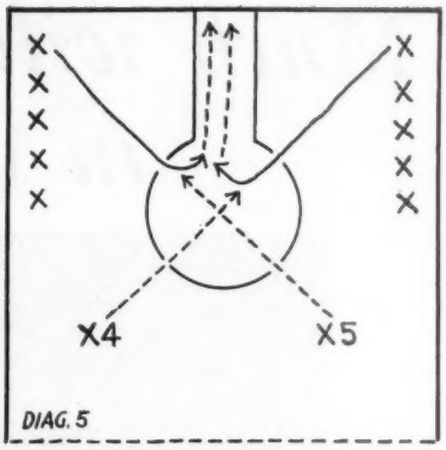
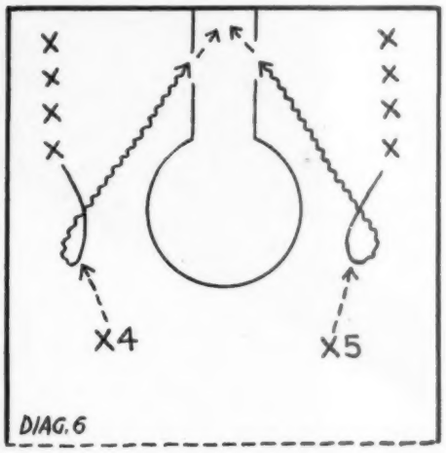

DIAG. 4



DIAG. 5



DIAG. 6

Player 1 makes only a half pivot. Underhand passes are used on all half pivots. All other types of pass mentioned under Diagram 1 are used on the complete pivots. The same drill may be used for developing the hook pass. Instead of the half pivot, the player may use the hook pass.

Diagram 4 shows a basket shooting drill around potato race standards. Players line up as indicated. The player whose turn it is to shoot pivots, dribbles in toward the basket, shoots, recovers the ball, passes to the next man in his own line, and then goes to the end of the other line at his end of the floor. The top of Diagram 4 shows the complete action of a man in the corner group; the bottom shows the complete action of a man in the group on the side of the floor. The large black dots represent the potato race standards which we use in this drill.

Shooting drills that are carried on at game speed are outlined in Diagrams 5 and 6. In Diagram 5, the guards, X4 and X5, pass to the players coming toward them. These players then pivot and shoot, or pivot, dribble and shoot. All the fundamental pivots and types of shot are used.

In Diagram 6, each player in turn runs toward the guard on his side of the floor, receives the ball from this guard, pivots toward the basket and dribbles in for a close shot. The player may also pivot and use a set shot.

Lambert basketball is winning basketball

As HIGH SCHOOL and college coach, Ward L. (Piggie) Lambert has taught winning basketball for a quarter of a century. During four years at Lebanon, Indiana, High School, his teams won 66 out of 83 games. Since 1919, Purdue University teams under Lambert have won more games than any other Western Conference team during this period. In the past fifteen years, Lambert-coached Purdue teams have won or shared the Western Conference title seven times. The Purdue team of 1933-34, Western Conference title holder, made a high all-time scoring record of 831 points while holding opponents to only 554 points.

In his book, **Practical Basketball,** Lambert relates in simple yet graphic manner the methods and devices he has used in developing outstanding players and championship teams in high school and college basketball.

Season's Record
(To January 3, 1935)

Purdue	42
Western State (Mich.)	28
Purdue	38
Depauw	18
Purdue	37
Wabash	25
Purdue	34
Butler	31
Purdue	48
DePaul (Chicago)	37
Purdue	44
Marquette	35

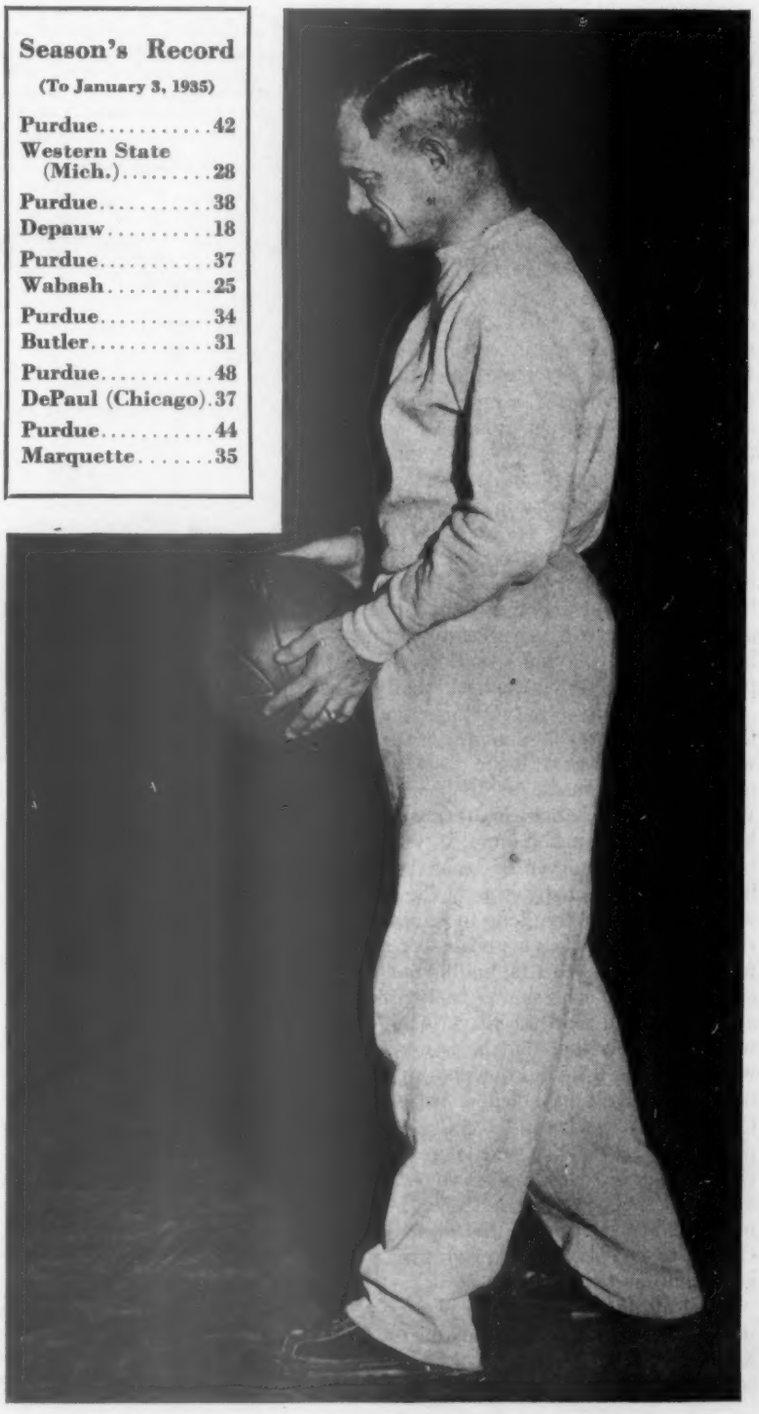


Table of Contents of Practical Basketball

Chapter I—Handling the Ball—*General Essentials—Types of Passes.*

Chapter II—Offensive Floor Work.

Chapter III—Basket Shooting—*Its Importance—Habits—Types of Shots — Changing Style — Free Throwing.*

Chapter IV—The Dribble—*Its Origin and Use—Technique of the Dribble.*

Chapter V—Individual Defense—General (*Balance, Stances, Footwork, Mental Alertness*)—*Guarding a Man with the Ball—Guarding a Man Without the Ball.*

Chapter VI—Team Defense—*General Considerations—Man-to-Man Defense—Zone Defense—Checking Five-Man Defense—Fast-Break Defense—Special Defenses—Strategy of Defense.*

Chapter VII—Team Offense—*Historical Development—General Essentials—Coaching Advice—Fast-Break (Long Pass, Short Pass Crossing)—Set Formation—Slow-Break (Pass to Forward, Pass to Center, Spread Formation)—Special Offense Against Zone—Various Systems of Offense (Crisscross System, Screening System by Pivots, Three-Man Lane, Side Line Screening System, Long Shot, Continuous Triangle)—Strategy of Offense.*

Chapter VIII—Center Tip Play—*Even Control—Control by Opponents—Own Control Absolute.*

Chapter IX—Plays—*Out-of-Bounds—Free Throw—Jump Ball.*

Chapter X—Training, Conditioning and Practice.

Chapter XI—The Coach, a Student of Psychology.

Chapter XII—Tournaments.

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Individuality in Basketball Offense

By H. A. Dimick
Walla Walla, Washington, High School

THROUGH close observation and years of coaching experience and experimentation in the game of basketball, I have developed a theory of offense that may be a bit different from the usual and that at the same time may suggest some food for thought. I have gained many points from other coaches and by observation of their teams, but I believe the greatest source of all my knowledge has been the different individualistic traits developed by my own players. Poor indeed is the coach who is not able to enrich his experience by picking up something new each year from the individuals of his squad.

Our offensive theory at the Walla Walla High School is based on the idea that scoring is the primary objective in basketball offense and should hold every player's primary attention while in scoring territory. Everything else is of secondary importance, is used only as a means to an end and should occupy only the secondary attention of the player. We feel that each element of basketball, but more especially scoring under game strain, is a skillful act and requires a long training period and thorough concentration of the mind. We feel, further, that individual initiative backed by sound playing judgment is the only thing that can be successful in meeting the varied playing situations as they present themselves on the basketball floor.

It has been my observation in the past that a great scorer is seldom a great team worker. Also, a great team worker is almost always a mediocre or poor scorer. Worry the scorer about his teamwork and he loses his scoring ability. If you have been a close observer of basketball you have witnessed, many times, the player who comes down the floor to scoring territory with the ball in his possession, looks for a man to pass to and, finding none, decides to shoot. The shot is seldom made, and if we could read the player's mind we would probably find that he is wondering while shooting if he did not pass up somebody who might have had a better shot. On the other hand, you have also seen the player who, with a mediocre scoring chance, may have his mind so concentrated on the basket and his shot that he does not see a team mate free under the basket. Of the two types of player, I prefer the latter on our team.

I tell all of our players to play in scoring territory with their minds on the basket and to take the first good shot that is in keeping with the playing situation. I tell them further that when a shot is decided upon to concentrate the entire attention on the basket. Of course, the playing situation dictates what a good shot will be. If we have an offensive advantage such as two men against one or three against two, a long shot would not be considered good. On the other hand, if the defense is set, a shot near the free throw ring with time to relax and concentrate on the basket is good. Too many passes and divided attention while shooting will reduce the scoring chances and shooting efficiency.

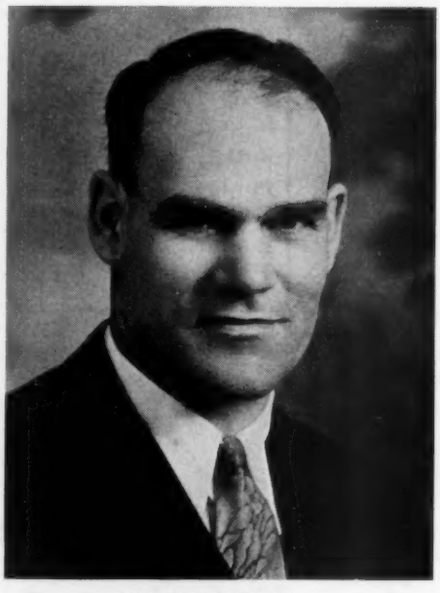
Our offensive system is built around a skeleton of basketball principles, and all of the detail is left to the initiative of the individual player. The ball is usually recovered from the defensive board by a guard or the center, and the first offensive principle is this: "If possible break the ball out of defensive territory on the same side on which it is recovered."

Diagram 1 shows this. X1, if he recovers the ball on the right side of the basket, either passes directly to X2 on the right side, or dribbles to the side line at point A and passes to X2 from that point. X2, who is a forward or running guard, breaks fast down the side as soon as the ball is recovered, or he may even anticipate possession of the ball a little and start back. If he gets away from his guard on his first break he will keep on going, and X1 will lead him with a long looping pass toward the basket. If X2 is guarded, he will stop as X1 is about to pass and come back to meet the pass, in which case X1 will lead him toward the side line with the pass, which will usually be on the side away from his guard. X3 breaks down the left side of the court and is ready to go in if free or come to meet X2 if covered by a guard.

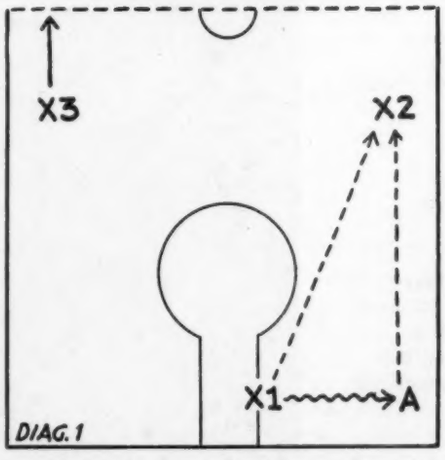
We always try to pass the ball out of the defensive territory and across the middle zone on the side of the court and straight down the floor, avoiding cross passes, except as a last resort. This sideline passing lane is usually free from opponents, and passes straight down the floor are less apt to be intercepted than those across court, as the general movement of the defense is up and down the floor and not across the court at this point in the game. Then, too, in case a pass is intercepted, the opposing player must stop and change directions before heading for our basket, which gives our team time to recover.

After the ball has reached offensive territory, there is no set performance. Each player is left to use his own initiative and plays with his mind on the basket and takes his first good scoring chance. We try to observe the general principles in

COACH of the team that won the 1934 high school basketball championship of Washington, H. A. Dimick wrote as follows in The Athletic Journal last June: "We try to have five men well schooled in the fundamentals of basketball who have developed through experience a basketball sense and sound passing judgment. These players are encouraged to use their own initiative and all are told to play with their mind on the basket." In the article in this issue, Coach Dimick explains further the system he teaches.



Harold A. Dimick



DIAG. 1

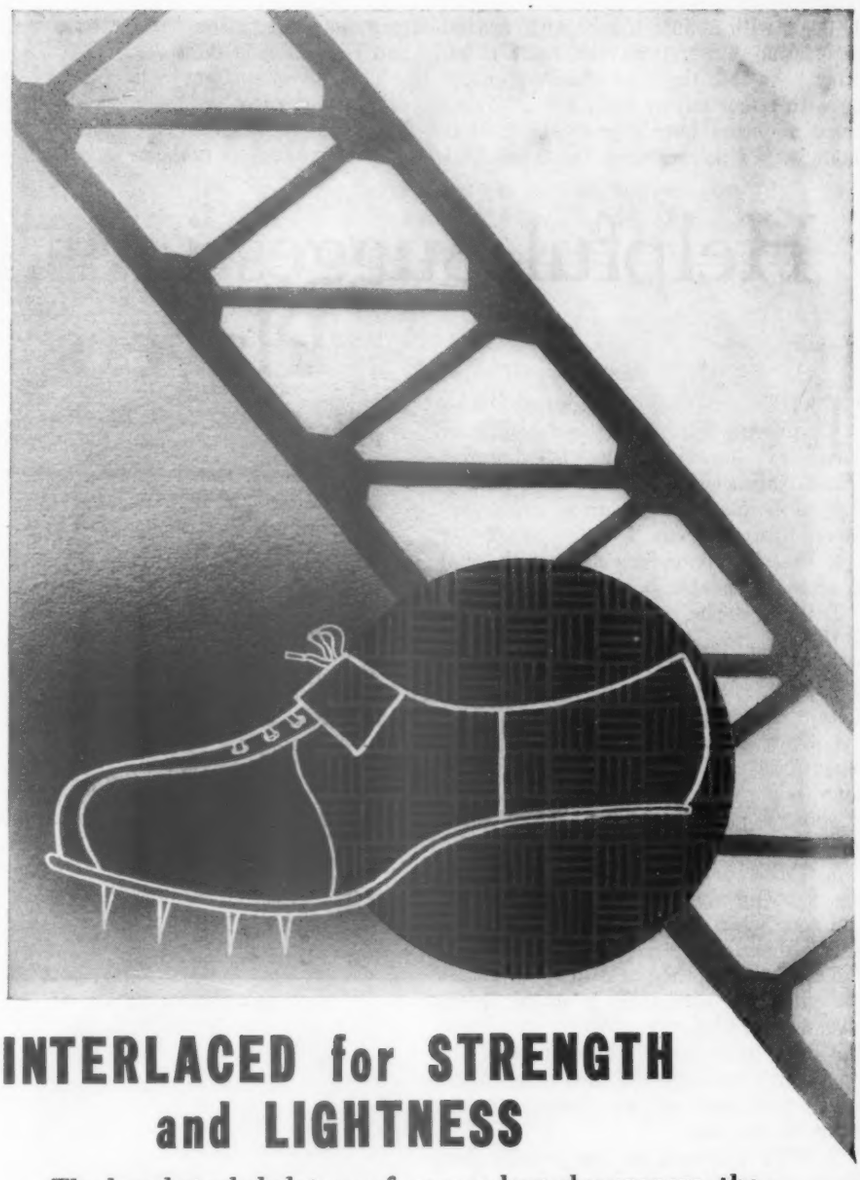
the offensive territory of coming to meet the pass when covered and not bunching together. In general, the player not in the play breaks to the side or corner and then to the center of the court or toward his basket to get the pass. Generally speaking, the dribble is not used except to break out of the defensive scramble or as a thrust for the offensive basket. The pivot position is sometimes taken by a player on his own initiative for a turn shot or a return pass to a team mate cutting for the basket. The pivot position as a rule is avoided, as we feel it tends to give the players the "standitus" and causes too much congestion near the basket. Of course, follow shots are an important part of our system as it must be an element of any other successful offense.

We often use a fast guard as the first man to break in our offensive, as this is sometimes confusing to an assigned man-to-man defense. We can free this man for such a duty by having the center help with our defensive backboard duty and by leaving this guard to intercept passes and cover the last man on the opponent's offense. We do not use center plays except for possession of the ball.

As for our training, the first requisite is to start the boy in while he is young. A basketball player cannot be made without a good background of experience. The boy must be taught to handle the ball, to handle himself and to shoot. Of these three elements, we stress shooting the most because it is the most skillful act in basketball and requires a longer period of training before efficiency is reached.

In the matter of shooting, a great deal of individuality is allowed. However, all shots must conform to certain fundamental principles such as the following: (1) The player must be relaxed; (2) his eyes and attention must be concentrated on the basket; (3) the shot must be high enough that it is not easily guarded (it must not be underhand); (4) the ball must leave from the tips of the fingers with a relaxed wrist and finger action. This is the most important principle. Arm push shots are avoided unless they are supplemented by a loose wrist and finger action at the finish. We feel that the fingers and wrists are trained to perform all of the fine co-ordinative acts of the body and should be used in the highly skillful act of shooting baskets.

It is true that all of our squad members have certain shots that are quite uniform, but, on the other hand, each squad member is encouraged to have some shot that is individual to him for occasional use. This shot is usually one that may be used even while guarded. One boy on our squad last year used a jump and a delayed high arm shot. Another stepped back with his right foot and used a backhand throw shot. A third member of the squad used a high two-handed shot, with his left shoulder to the basket, finishing



INTERLACED for STRENGTH and LIGHTNESS

The laced steel skeletons of our modern skyscrapers, the woven bamboo bridges of the East, braided cords, woven baskets and cane seats—these call to mind the *extra* strength inherent in structural interlacing.

Kangaroo leather is one more illustration of this mechanical principle of added strength. For Kangaroo *owes* its extra strength to the fact that its fibres do not lie in laminated layers, but are actively *interlaced*. The microscope shows this in the laboratory—shows why Kangaroo is 17% stronger, weight for weight, than any other leather used in shoes, and why it can be at the same time as pliable and soft and as light as fine Kid.

The athlete *needs* shoes that will stand up to gruelling punishment, *needs* the split second of extra speed, the freedom for subtle footwork, and the foot health that come from lightness and pliability.

Australian KANGAROO tanned in AMERICA

the shot with a final touch, with relaxed fingers and wrist, from the right hand. Other boys used the pivot shot, one shooting with either left or right hand. Three squad members were able to shoot short shots with either left or right hand. I mention these to show that we believe in and capitalize on individualism.

The only other item in our practice that differs from any ordinary system is the large amount of scrimmage engaged in. A long scrimmage is not necessary, but we believe in some each day. If a coach is going to depend on initiative and playing judgment, he must train his team for it, and this can be taught only by actual experience under game conditions. No other type of practice will be so effective.

Helpful Suggestions for Hockey Players

By Westcott E. S. Moulton
Pomfret School, Pomfret, Connecticut

WESTCOTT E. S. MOULTON is Athletic Director as well as Coach of Ice Hockey at Pomfret School. The article on hockey published last month was credited to Harry W. Baldwin through a clerical error. It was written by Alex Sales, a graduate of Princeton, who coached at Andover, Pomfret and Williams. The Athletic Journal is sorry this error occurred.

THE following suggestions have proved helpful in the coaching of our hockey teams at Pomfret School. Mimeographed copies are distributed to the players, who are, of course, expected to study them.

1. Practice taking long shots at the goal as often as possible.

2. When in the center zone, pass ahead to the wing waiting in the upper corner.

3. A good scoring play is to circle behind the opposing cage and pass out in front to a team mate, who scores.

4. To stop play for rest or substitution, pass to a team mate from the defensive zone to the center zone. Make this pass as short as possible and do not stop playing until the whistle blows.

5. Check back to the center zone and do not fight for the puck in the opponent's end zone when you cannot be the *first* in on the puck.

6. In bringing the puck up the ice when the entire opposing team is on the defensive, a good plan, occasionally, is to shoot the puck in to one of the corners of the opponent's end zone and then rush up and get it and pass out to a team mate in front of the cage.

7. With a player in the penalty box, shoot the puck, in the air, the length of the ice toward one of the corners so as to gain time.

8. With a man in the penalty box, *cover the opposing wings.* Do not go after the puck-carrier; the defense will take care of him.

9. In the defensive zone, cover opponents closely, but do not cross-check or push them too vigorously.

10. Jump fast and shoot the puck hard. Men of the forward line must always jump with the puck-carrier and, if they cannot get up even with him for a pass, follow close behind him to pick up the puck in case it is taken from him.

11. Wings must check back fast in their own alleys, covering their opposing wings.

12. Wings must stop quickly before going into the attacking zone before the puck.

13. When behind with only two minutes to play, all five men may go up the ice to push the play. One defense men may lag behind the others so as to catch any of the opponents who might break away suddenly.

14. Most goals in hockey are scored by *getting the jump* on the opponents and breaking clear with only the defense men to beat.

15. Practice faking shots at the defense and then circle fast around it.

Westcott E. S. Moulton

16. After circling the defense, *cut in* to get in front of the goal. Do not go into the corner and attempt to shoot a goal. If you find that you have gone past the point where a goal may be scored with any certainty, then circle the cage and either pass out to a team mate, or push the puck in the opposite side of the net.

17. Practice skating up and down the ice without looking at the puck.

18. Practice shooting at the cages with the puck going only six inches from the ice. This is the hardest shot to stop in the corners.

19. Develop a hard bullet-shot and *shoot at the corners of the cage,* not at the goalie's pads.

20. Develop your backhand shot as much as possible, as it is very effective.

21. Practice poke-checking often, as you can perfect this with practice.

22. Follow up rebounds quickly, as many goals are scored in this manner.

23. When the puck-carrier is coming in clear on the goalie, the latter must fall *across the net,* thus covering as much of it as possible. Goalies should practice this as often as possible—at least twice a day.

24. After the puck-carrier has gone by with the puck, keep wiggling your stick as near the puck as possible as you catch up with him from behind as this will often worry him so much so that he cannot shoot accurately.

25. Practice rebounding the puck off the boards, as this strategy may be used very effectively in a game.

26. Practice stopping short in front of the goal (8 to 10 feet out) to receive a pass from a wing or to push in rebounds from the goalie. Many players make the mistake of coasting beyond the cage and thus putting themselves out of any play that might develop.

27. Defense men should not dive at or skate rapidly toward the puck-carrier, but should make him commit his direction first and then they should skate with him.

28. A puck-carrier approaching the defense must feint to a wing and thus mask the play. The feinting technique is acquired by shifting the shoulders from side to side rapidly. Practice this often.

29. A center attempting to carry the puck through an opposing forward line should not skate wide to right or left, as by doing this he eliminates that particular wing on the side on whch he skates.

30. Never pass blindly or wait until you are forced to pass, but get the habit of passing at just the right moment.

31. Always talk to your team mates, keeping them informed of your whereabouts so that they many pass to you.

32. Remember that you should strengthen your weaknesses, not your strong points, as the latter will take care of themselves.

Coasting Along With the Breast Stroke

(Continued from page 19)

ing an attempt to raise the head high enough to clear this wave. So it is entirely reasonable to start to lift the head to breathe just as the arms part after the coast.

The manner of breathing is the same as in all swimming. Exhale through the nose on the coast and inhale through the mouth. But there is one caution that must be heeded. Mr. Carl O. Bauer, veteran coach of the Missouri Athletic Association vigorously warns against making any strong, conscious effort at inhalation. This, he says, is likely to cause a congestion of "used-up" air in the lungs because of the difficulty in gaining complete exhalation. The swimmer will get enough oxygen if he breathes normally and at regular intervals. All that is necessary, after exhaling, is to open the mouth and, as the arms reach out in their sideward arc, the right amount of air will rush into the lungs. This is just a case of nature's abhorrence of a vacuum, and no effort at breathing is necessary other than to provide that vaccum and to open the mouth so that the air may be admitted.

Co-ordination

NOTHING is so important in the breast stroke as the proper timing co-ordination of the kick, arm movement and breathing. Timing, while never an easy detail to master, comes more naturally in other swimming styles than in the breast stroke.

As we have seen above, breathing at the right time represents the difference between getting a lungful of air and a mouthful of water. A picture of a complete stroke cycle will illustrate this. Start with the body in a fully outstretched position. Arms are together, straight out in front; legs are together, having just completed the kick; and the lungs have forced complete exhalation as the swimmer nears the end of his coast.

Now, as his hands part to start the arm stroke, his head lifts to get his mouth above the surface. As his arms are extended outward at the side, his chest expands and air is admitted. Stopping the camera for a second, we see that the arm stroke supports and aids in maintaining a level position in the water at this time when, ordinarily, lifting the head would tend to sink the shoulders.

As the arms are pulled through their arc, the legs are being drawn up to their crouching position. Here the arms are acting against the resistance formed by the back-water of the legs. As the arms complete their stroke and are thrust forward, the kick sets in.

It is apparent from this analysis that each movement of the stroke aids the function and requires the help of another.

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There are movements in the breast stroke which retard the forward motion, and the stroke does not have a steady, constant propulsion as do the crawl and the back stroke. Therefore, it is necessary both to counteract the back-water motions and to time the stroke that the position of the body in the water does not suffer by the intermittent kicks and arm pulls.

Other Details

ANOTHER thing that must be watched in the young swimmer while he is learning the orthodox, surface breast stroke is the position of his hips. These must be carried high so that the power of the kick all goes into a forward thrust of the body. If the hips are low and the shoulders are at the surface, the kick will push the body obliquely upward, out of the water, with a resulting loss of distance.

The proper timing of the kick—making it set in just after the arm stroke—and keeping the hips high will entirely prevent bobbing. This up and down motion is quite characteristic of beginning breast strokers and represents a tremendous loss of energy and forward swimming speed.

Restrictions are placed upon the breast stroke in the turns and at the finish. Both the finish of the race and the turns must be made with both hands touching the tile at the same time and on the same level.

Much time and strength may be saved by not lifting the body on the turn as so many swimmers do when they use the grab turn. A slap turn is faster and the body remains entirely in the water supported by its buoyancy. The turn is speedily made by taking advantage of the spin caused by pulling the legs up, taking a short stroke with the left arm and pushing away from the wall with the right hand. A breath should be taken just as the body swings around. Then, settling down against the wall, the swimmer should obtain a firm footing and take a strong push-off.

If the coach is to develop a successful breast stroker, both speed and endurance must be nursed along. It is not easy to coach the stroke any more than it is easy to learn it. Careful planning of a training program to avoid too rapid advancement is the guiding star. The coach must put his young swimmers on the right track early and run them slowly until they hit the open country.

Physical Excellence Decathlon for High Schools

By Dan O. Root
Yreka, California, High School

AT times it is difficult to maintain a strong interest in the high school physical education program. An indifferent attitude on the part of physical education classes was satisfactorily overcome by the physical education staff of a small high school with which I was formerly connected by devising a decathlon that the students received with a great deal of enthusiasm.

The merits of this program are that each boy is contesting against himself rather than against other members of the group; the size of the boy makes no difference in the score that he can make; and the program itself is adjustable with respect to the time consumed. It may run from two to eight weeks, and a high degree of interest and enthusiasm will accompany it throughout.

The events, the rules for each event, and the methods of scoring each event follow.

BASEBALL THROW

Rules: A frame 18 inches by 40 inches, standing 20 inches off the ground with the long dimension vertical, will be used as a target. The throw will be made from a distance of 60 feet 6 inches from the target. Any encroachment on the line will nullify the throw. If the ball hits the frame and goes through, the throw counts. If it hits the frame and bounces out, the throw does not count. There is no restriction as to how the throw is made. Twenty throws will be allowed.

Scoring: Five points will be given for each time the ball goes through the frame.

BASKETBALL FREE THROW

Rules: The free throw will be made from a mark 15 feet from the basket (the regular free throw line). Any encroachment on the free throw line nullifies the throw. Twenty throws will be allowed.

Scoring: Five points will be given for each basket made.

CHINNING

Rules: The participant's feet must at no time touch the floor. He must hang with his arms fully extended before beginning with his first chin. The arms must be fully extended between each effort. If the chin is accomplished by any wiggling of the body or arms or kicking of the legs it shall not count, although the participant may continue after making such an effort, and if subsequent efforts conform to the rules they shall count.

Scoring: Five points will be given for each successful chin made.

FENCE VAULT

Rules: Either one or two hands may be used. From the beginning of the attempt at least one hand must be on the bar. In order for the attempt to be valid no part of the body other than the hands may touch the bar.

Scoring: The height in inches successfully vaulted will be divided by the height in inches of the participant, and this answer will be multiplied by 100 to give the points for this event.

HAND STAND

Rules: The hand stand must be made in a 4-foot circle. It will be timed from the instant the hands touch the ground until some portion of the body other than the hands touches the ground.

Scoring: Five points will be given for each full second of the hand stand.

KNEE BEND

Rules: The hands must be placed on the hips at all times. The knee bend must be made in four distinct movements, as follows: The first movement is rising on the toes; the second movement is sitting down as far as the participant can go, still keeping on the toes; the third movement is rising again to the full height, still keeping on the toes; the fourth movement is dropping to the feet, flat on the floor. Moving the feet from their original position, moving the hands from the hips, or not doing the exercise in four distinct and complete movements stops the trial.

Scoring: One point will be given for each knee bend successfully completed.

PUSH-UP

Rules: The push-up shall be made with only the fingertips and toes touching the ground. The body must at all times be in the same plane. The chest must touch the ground in each effort.

Scoring: Five points will be given for each push-up successfully completed.

ROPE CLIMB

Rules: The rope will be 16 feet in height. The climb will be timed from the instant it is started until the participant touches a mark on the rope 16 feet from the ground. The hands and feet may both be used in climbing. The rope will be fastened only at the top.

Scoring: Sixteen will be divided by the number of seconds taken to make the climb, and this answer will be multiplied by 25 to give the points for this event.

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SHOT PUT

Rules: The shot must be put from a 7-foot circle. Any encroachment on the circle will nullify the throw. A 12-pound shot will be used.

Scoring: The distance in inches that the shot is put will be divided by the weight in pounds of the boy making the throw. This answer will be multiplied by 35 to give the number of points for this event.

STANDING BROAD JUMP

Rules: The participant must stand on the take-off board and leap forward into the pit. The measurement will be made from the point in the pit nearest the take-off board touched by any part of the participant's body.

Scoring: The distance in inches jumped is divided by the height in inches of the boy making the jump, and this answer is multiplied by 60 to give the number of points for this event. Disregard fractional parts of inches jumped, and count fractional parts of inches in height as inches.

One hundred points is the maximum number any one boy may receive in any one event. This makes a total of 1,000 possible points that may be scored. In each event it is possible to attain the maximum number of points, but it takes unusual ability in the event to reach the maximum. General local rules may be made as to the number of trials allowed, and other items relating to running off the decathlon.

It will be noted that the equipment required for the program is very meager, and, if it is not already on hand, it may be readily made by the manual training department of the school. There is a further added feature in that the whole program may be run off indoors, if an indoor shot is procured.

At first glance, it may seem that an excessive amount of bookkeeping is required, but this is not the case. Fractions are disregarded. For instance, in the shot put and broad jump, the fractional parts of inches are not taken into account, nor are they in the fence vault. In timing the hand stand and the rope climb, the fractional parts of seconds are disregarded. In the hand stand, 6 4/5 seconds are considered as 6 seconds, and in the rope climb 6 1/5 seconds are considered as 7 seconds.

A chart containing the names of all the boys in school may be easily made and posted on the gymnasium bulletin board. Room should be left on the chart for the posting of two or three scores in each event for each boy. Then every boy will try each event, and a score for each event will be posted for him and a total score posted. A given number of weeks will be allowed for improvement, and when the boy has reached what he thinks is his best possible score in each event, it will be posted, and a final second total made, showing the improvement of each boy.

To stimulate effort, we offered inexpensive medals for the boy making the highest score in each of the four classes in school, and an added prize of a block letter and membership into the Lettermen's Club to the non-letterman making the highest score. This gives five boys the opportunity to win prizes, and it has proved very successful.

As far as we have been able to determine, there is little correlation between excellence in any two events, and only one boy in a school of one hundred boys reached a maximum score in as many as five events.

This program was worked out for a small school, but would undoubtedly be usable in a large school, and, with slightly altered differentials in scoring, could be adapted to a college program.

Integrating Fundamentals and System in Basketball

(Continued from page 10)

at this fast pace to determine the last man in the circling group who can be handed the ball in time for a close-up shot. Sixth, this drill is a great conditioner—half a dozen times up and down the floor at a driving pace, and the effect will be that of running a good quarter mile. The men call this drill my "Flying Circus" and count it as one of their tough days when it is scheduled. Diagram 8 indicates clearly, I believe, the play. Each man passes to the man cutting in front of him and then cuts behind two men. It is quite important that a definite cut is made toward the side lines to get around these two men. The tendency of a laggard is to float down the floor, waiting for his two men to come in. This kills the value of the drill.

The "Rotation and Trailer Drill" shown in Diagram 9, while it looks like part of a system of offense, is used primarily to set up the habits of rotation vital to a five-man offense and of covering every play from behind, so that the man with the ball in the jams of the game may always find someone to whom he may pass it. As may be readily seen, this drill sets up a very good basis for an offense—the motion of men in a figure 8 through a defense tends constantly to open lanes through which alert players with a fast fed ball may drive in and score.

The drill starts with the center in possession of the ball. He passes to RF coming in toward him; then cuts to the position originally held by LF. LF meantime has moved to the position vacated by RF. The latter, on getting the ball from C, passes to RG, moving in, and goes on to the original position of LG. LG has run to RG's original position and, continuing around the figure, will get the ball from LF. Action of the drill will bring the men

pretty close to each other once it is well under way, and the passes will be very short. A variation will place three men at one side of the offensive court and two at the other side. The same drill tactics may be followed with the essential movements toward the basket more closely approximated. If short dribbles are mixed in with this drill, the result may be a complete offense in itself.

The final drill offered swings back directly to the fast-break idea. So far, most of the tactics have concerned development of the physical—the gearing up of the neuromuscular co-ordinations to a high pace. However, the breaking speed would still fall short of its possibilities if the mental angle were left out. Mere sprinting will not do. There must be an involved action of at least the subconscious mind. That mind must be alert at all times, ready to break offensively or defensively. Some sort of drill is thus suggested.

Hence, we have the "Mental Break Drill," which is designed for just that purpose, though it looks like a series of brief scrimmages when it is under way. See Diagram 10. Two teams are lined up at opposite ends of the floor, preferably varsity and freshmen, or varsity and second team. The coach stands at one side of the floor with the ball. Each team is on its toes, ready to defend or attack. Wherever the coach throws the ball, the ensuing action of the players must for its first moment be mental, a perception of the need of going on offense or defense. When this perception finally develops in an actual game into shrewd anticipation, then the order of things will be what we may call "smart" basketball.

The drill operates mechanically as follows. Suppose the ball is thrown to the right forward of team A, lined up as shown in Diagram 10. The front line of that team immediately starts driving through the front line of team B. How it does this is not material, although a typical maneuver might be for the right forward to pass to his center cutting toward him in front of the opposing center. The offensive center could dribble to the side line and then pivot and pass to the oncoming right guard, or he could at once pass the ball back to the right forward. In the latter case, the right forward would again pass the ball to the left forward, cutting across, get the ball again from him and pass to the left guard. The left guard in this maneuver is often open for a surprise scoring drive at the basket. But if the ball is initially thrown back to one of the guards, then the front line goes rapidly down the floor to take up set positions while the guards bring up the ball ready for a quick pass in. The scrimmage lasts until team A scores on its first dash for the basket, or, if team B breaks up the play and gets the ball, until it has had a good chance to carry the ball up the

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floor for a quick score, or a foul is committed, or the ball goes out of bounds, or the play slows down to deliberate maneuvering. These scrimmages rarely last over half a minute and may be much shorter. A neutral ball may be rolled across the middle of the floor as a variation.

With the Mental Break Drill, this presentation is concluded. The idea is not to give a complete system of offense. The writer uses many more fundamental drills and many plays from different positions. But there is a guiding principle of speed in at least nine of the drills presented here. The component parts of the drills are checked thoroughly to see that this principle is maintained. Inasmuch as, in the mind of the coach, this checking is constantly done against a mental picture of a super-fast-break team in action, then the integration of fundamentals and system becomes an assured fact. To those who care nothing for any of the above ideas, let me suggest that the drills offered will be found to have some merit in teaching mere handling of the ball.

Care of the Feet of Basketball Players

By Paul Twitchell

Athletic Trainer, Western Kentucky State Teachers College

THE feet and ankles of the basketball player are among the most important parts of the anatomy to be considered in the playing season. The continued season's grind upon them causes many affections, and if these are not given immediate attention they may lead to chronic or serious cases.

The sudden stops and pivots of modern basketball have imposed great strain and shock upon the feet and ankles, thus causing a greater amount of injuries to them than to any other part of the body.

As the blood circulation is less efficient in the lower extremities than in other parts of the body, injuries there do not heal so readily and require more time for treatment.

Much foot trouble can be prevented by the selection of a well fitted shoe. The shoe must have a well padded heel and arch to protect the foot from bruises. The cord in the back must overlay the Achilles' tendon to prevent any painful friction of the skin. Another important item is the sock, which should be of heavy wool and worn with a light cotton sock under it to prevent friction, which causes blisters and callouses on the feet. The light cotton socks will also absorb perspiration during the practice. Socks should be changed at least every third day to prevent them from becoming hard and stiff from perspiration.

To prevent blisters or skin infections the feet should go through a process of hardening at the first of the season. The trainer or the coach should have a tub of prepared solution placed near the door of the shower room with instructions for the players to stand in it for a certain length of time on going to and from the showers. This solution may be made up of a tablespoon full of tannic acid to a quart of water and must be changed at least every third day. Another hardening process calls for painting the feet with tincture of benzoin. A light coat of vaseline will also help.

The majority of players acquire blisters the first few days of practice. The coach should inspect the feet each day during the first two weeks for such trouble.

THE author of this article has had experience in several fields of athletic administration. Previous to his taking over the assignment as athletic trainer at the Western Kentucky State Teachers College at Bowling Green, he held a similar position at another Kentucky teachers college located at Murray. Paul Twitchell started his career in coaching as physical director of the Paducah, Kentucky, Y. M. C. A., where he remained for three years. During part of this time, he acted as assistant track coach of Tilghman High School, Paducah. He has also served in the capacity of director of a swimming pool. Other articles by Mr. Twitchell have already appeared in The Athletic Journal.

On noticing a red spot upon the foot where there has been friction and where a blister will form later, the coach should immediately apply adhesive tape and leave it for several days. This takes the friction on the tape instead of the skin.

Most blisters are caused by friction resulting from unaccustomed exercise or ill-fitting shoes. The majority of blisters are small and watery. There is seldom the type which contains a bloody fluid. Blisters usually develop on the heel or the toes and sometimes the ball of the foot. The best treatment for an injury of this type is to insert a sterilized needle at the edge of the blister, drain the fluid and wash the spot well with alcohol, both before and after inserting the needle. The spot may then be painted with tincture of merthiolate and a dressing treatment applied daily for several days. Sometimes it is advisable to coat the spot with vaseline to prevent the blister from hardening and forming a corn.

A callous is a thickening of the epidermis caused by pressure between a bone and some hard surface outside the foot, such as an ill-fitted shoe. The skin should be softened by soaking the foot in hot water or a hot alkaline solution. Then the callous may be pared with a dull knife that has been carefully sterilized. Be careful not to cut into the skin, as this may cause an infection. Paint the spot with a solution of salicylic collodion and repeat the treatment every third day.

Corns are of two kinds: commonly known as soft and hard. The soft corn, which is caused by friction, uncleanliness and failure to dry between the toes after showers, leaves a maceration of the skin between the toes. The treatment for this is first to remove the cause and keep the part thoroughly dried; then paint the affected parts with a dilute solution of silver nitrate to kill the tissue. When the skin becomes hard, dry, scaly and black, remove as much of it as possible with a dull knife that has been sterilized. To prevent further friction, place a small wad of cotton covered with vaseline between the toes.

Hard corns are caused by the pressure of the shoe against the toes. The first part of the treatment is to remove the pressure. Place a bit of salicylic acid upon the corn and wrap a piece of tape over it. This may be removed in several days. Then scrape the corn with a dull knife that has been sterilized. Paint the spot with tincture of merthiolate.

A "stone bruise" is caused by the player alighting upon his heel and bruising it in such a way as to result in an affection similar to a charley horse of the leg. The affected part should be baked or soaked in hot water regularly for several days. If the player continues to practice, place a thick rubber doughnut over the spot to remove all the pressure from it.

A bunion is an inflammation of the bursa lying between the skin and the head of the metatarsal bone adjoining the large toe. It is often exposed to pressure and blows. The inflammation will respond to heat treatments and usually subsides, leaving its walls slightly thickened and subject to a recurrence of the attack under certain conditions. Mild cases of bursitis may be allowed to subside, while the affected part may be protected from pressure by a

bunion pad. If the bunion is serious, let a physician handle the case.

Ingrown toenails result when the edge of the nails grow into the skin in unnatural ways. The cause is usually pressure of the shoe upon the nails. This type of affection should be referred to a physician. However, in slight cases the spot may be painted with mercurochrome and the nail raised by putting a small portion of cotton under it.

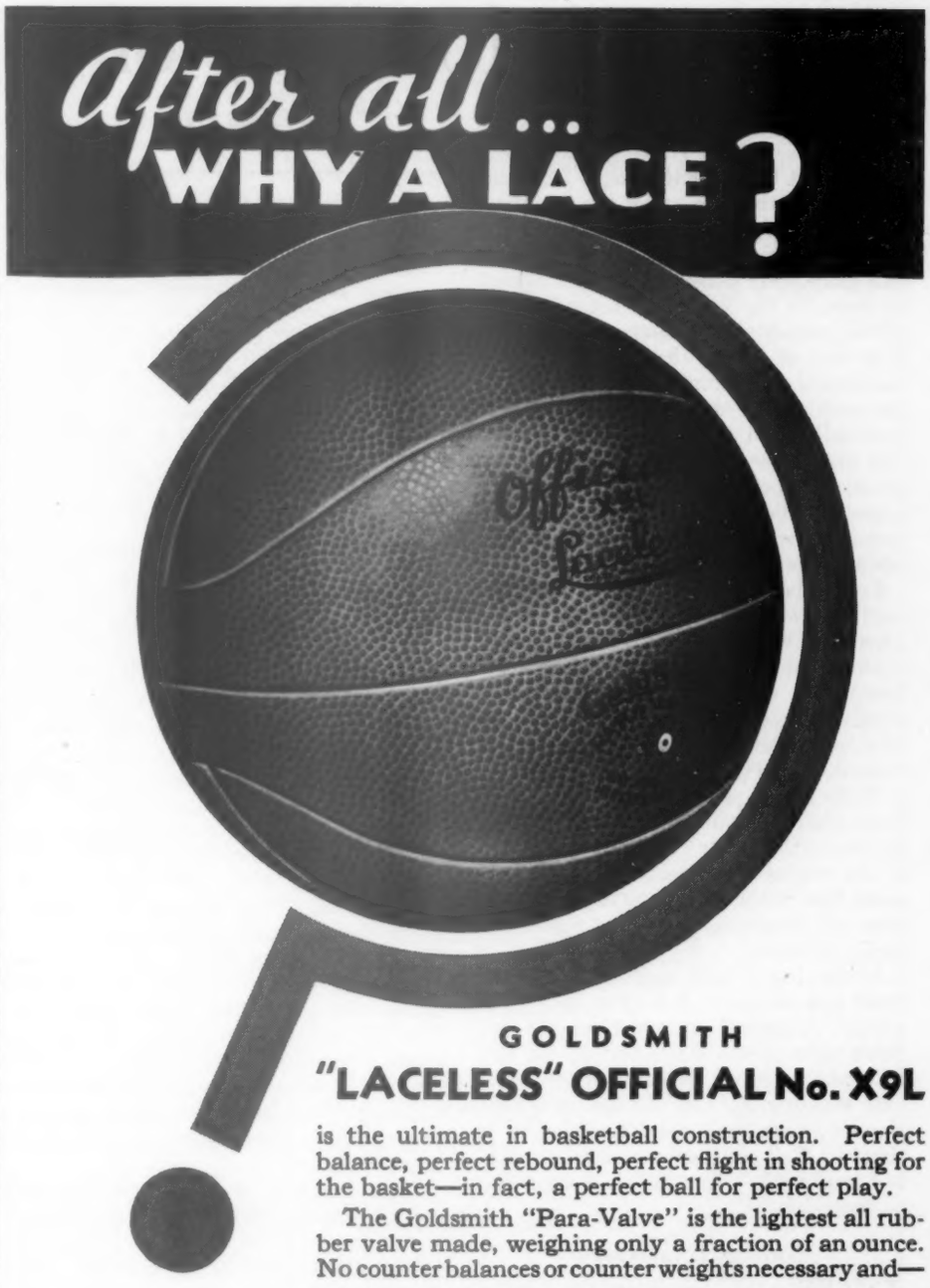
Sprains are the most serious and commonest of all foot injuries. In most cases the foot is turned inward, so that any tearing of the ligaments which occurs is on the outer side of the ankle. Sprains may be roughly divided into three degrees of severity. The sprain of slight degree requires little treatment. There is usually pain just below the external malleolus. The patient walks without any difficulty and there is no abnormal motion of the foot. Treat the limb for the first two days with hot fomentations. On the third day, use hot and cold applications, followed by a massage and strapping of the ankle with an adhesive bandage. Let the patient use his own judgment in exercising the injured foot.

The sprain of medium severity usually involves the whole foot and ankle and should have adhesive tape applied immediately. Use hot and cold applications daily, followed with massage.

The severe type of sprain is marked by pain and swelling and a great deal of abnormal motion. When this sprain occurs the foot should be X-rayed to see if there is also a fracture of the foot. Keep the patient in bed, using hot and cold applications on the injured member. On the third day, massage and shave the foot and leg. Then apply a permanent bandage.

In conclusion, remember that players may help to prevent a majority of their foot injuries by warming up well before practice or a game. The coach should watch his charges closely, for the least foot injury to a player may result in his loss to the squad. Last of all, when in doubt do not hesitate to call a physician.

MAINTAINING two limited weight teams that play games as preliminaries to the regular contests is the scheme by which Paul G. Wise of Wasco, California, High School consistently supplies material for his first squad. Wasco High School last year won six of a possible eight championships in basketball, track and tennis. The last sport is becoming so popular that Coach Wise is considering making it a major sport. For the past five years, Wasco has been regarded as one of the strongest small schools in track in the central part of California. While intramurals are not encouraged to any great degree, the athletic program is so arranged that approximately 90 per cent of the boys in the school participate in some form of interscholastic athletics.



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My Philosophy of Officiating

By Edwin J. Dahl

LAST year, Edwin J. Dahl wrote an article, "The Basketball Rules—and Officiating," published in the March, 1934, issue of this magazine, which aroused widespread comment among coaches and officials, including members of the Joint Basketball Rules Committee. Mr. Dahl is a veteran basketball official, a resident of Minnesota, who has officiated in many high school and college games in his section of the country and in the high school tournaments of Minnesota, North Dakota and South Dakota.

LET it be understood right from the start that the writer has no intention of trying to tell anyone, official or otherwise, how to officiate a basketball game. He believes that this cannot be done, for the successful method of one official might spell disaster for another. It is true, of course, that general rules of mechanical procedure may be followed, but each official should try to develop a personality and a technique of his own, and these come only from hard work and practice. Above all, no one official, or no school of officials, should try to impose a certain type of personality or technique upon any other.

Let it be understood, therefore, that anything written in this article is not presented with the idea of telling the reader what to do. And let it be remembered that the material presented here simply represents the sincere ideas of one who is intensely interested in and enjoys basketball and basketball officiating.

If the reader agrees with parts or all of these ideas, knowing this will give satisfaction to the writer. On the other hand, if the reader disagrees, that will be no more than naturally can be expected, for, after all, disagreement is what makes the world go 'round.

It has already been suggested that hard work and practice will help make a good official. A general rule which may be laid down right at the start, that is, for any man who goes into the game of officiating with serious intent and who desires to continue a career of successful officiating, is simply: *Call plays as you see them without fear or favor, and call them according to the rules.*

Criticism Unavoidable

RIGHT at the beginning of the official's career there is this to be remembered. There will be very few games called by any official after which there will be unanimous opinion as to whether or not he worked a good game. If the game is called close, there will be unfavorable reaction from one group of critics. If the game is called loose, there will be unfavorable reaction from another. If the game is called without fear or favor, there will still be some criticism. And, if the game is called with the idea of allowing the tone of the crowd, players or coach to decide just how the fouls are to be called, there will still be criticism. Rest assured, therefore, that no matter how plays are called, there will be unfavorable reaction from some corner.

In games in which fouls are not called and in which the play is loose, the players will invariably complain, not to say anything about the coaches and spectators. There will be complaint by a few critics if what they term "too many" fouls are called. Then, too, we have the picture of some enthusiasts, who when their team is heavy and strong demand that the official let the play run loose. Yet the next year, if the team has changed and is composed of lightweights, these same enthusiasts demand that the game be called close and no fouls missed.

Therefore, there is but one safe path for the official to follow, and that is to call plays according to the Rule Book and as he sees them. Then, at least, if criticism is directed at him, his conscience is clear and *he knows that he is right.* On the other hand, if any criticism is directed against him for calling a loose game, he "hasn't a leg to stand on," for he knows within himself that he is wrong. Criticism will invariably come, no matter what is done or what happens, and the official who continues in the game must become accustomed to it.

The rules are in the Rule Book, and the Rules Committee has put them there in an attempt to make basketball a game of skillful passing and basket shooting, and in an attempt to get away from that old slam-bang, bone-bruising and bone-crushing type of game of several years back. There are those, of course, who maintain that the game is "going to the dogs," but it is the writer's opinion, after hearing expressions of opinion from hundreds of players (old and young), coaches and spectators, that these pessimists are in the decided minority, although some of them get a great deal of newspaper publicity. Pin a coach or player (and most spectators) down to hard points and he will (possibly sometimes a little reluctantly) admit that he derives more actual enjoyment and satisfaction from a game called strictly according to the spirit of the rules than from one in which the rules are loosely interpreted.

There is a veritable mine of information in the following personal experience. The game was between two teams, heated rivals, and a typical cat-and-dog fight was anticipated. Both officials were pleasantly surprised to find that they were working in as fast and clean a game as had ever been played, and they were still more surprised after the game when the captain of one of the teams, which had always had a reputation for playing rough ball, came up to the officials with the following comment.

"Gee, that was a swell game that you fellows worked tonight."

"Oh, I don't know," was the reply of one of the officials. "You fellows played a mighty fine game, and there wasn't much work to do."

"Well, I'll tell you," was the astounding reply, "coach told us to go in and play basketball tonight, and forget about socking 'em."

Not much more need be said, although this may be added. Invariably, after a game that is clean and well-played, there will be a host of individuals who come up to the officials and congratulate them on the fine game they officiated. On the other hand, if the game is a knock-down-and-drag-out affair, there will be a smaller number coming to the officials, and these will most likely make grumbling comment to the effect that the game "sure was a terrible exhibition of officiating." The truth of the matter is that in a clean game the officials have an easy time, and there is no trouble in officiating because both of the teams play good basketball. If the truth were known, they probably work a much better game in the knock-down-and-drag-out affair, as far as actual officiating is concerned, yet they receive no credit for so doing.

The Point of View

SO much for that. Now can be mentioned another interesting angle of officiating. The official calls plays from where *he* sees them, and the spectators and coaches call them from where *they* see them. There is a great deal of difference in the angle from which the play is seen, and an evident foul from one angle is not so evident from another, or may be missed entirely. So it is but natural that at some times during the game the official sees one thing and the people on the sidelines another. If the official had been sitting in the stands he might easily have seen some foul that a spectator saw, and he, the official, did not. This is especially true in the much-debated situation that arises when a dribbler comes in contact with a guard.

There is no doubt that there are many fouls that are evident from all angles, and that the judgment of persons on the

side lines is just as good as that of the official. If the official misses the evident fouls, it is just too bad for him.

Another interesting development in officiating is illustrated by a statement made so many times by certain officials, "I call them according to the type of game being played, and how the coaches want the game played. If they want them close, I'll call them that way, but if they want me to let them go, I can do that just as easily." The writer has heard officials ask a coach, "Well, coach, how do you want them called tonight, close or loose?" Let it be understood that the writer has no intent of criticizing an official for this type of officiating, for it is his own business—this matter of how to call plays. Comment is made simply for illustrative purposes, with the additional comment that such procedure invariably leads but to disaster.

Fouls are defined by the Rule Book for the purpose of helping the progress of the game. These definitions, plus the explanations of play contained in the last pages of the Rule Book, are so clear that any official who feels that he can interpret them contrary to the rules as written is taking too much responsibility upon his hands. He will have much better results if he will follow the directions the Rules Committee has laid down.

Instantaneous Judgment

GRANTING that the above thesis is true, the official must have this important characteristic: quick, keen, accurate and *instantaneous* judgment as to foul calling. The foul should be called the instant it is seen, and not a few seconds after. This statement does not mean that the foul should be anticipated and called several seconds or a fraction of a second before it has been made. The important thing is that the foul should be recognized and the whistle blown *as soon as the foul has been made and seen.*

In other words, there should be no time allowed for reasoning or argument in the official's mind as to whether or not the foul was actually made, or should be called. Yet the official who says that he can call plays just as well loose as close does that very thing.

A corollary to this is represented by that school of critics which says, "If the foul is non-intentional, or away from the seat of play, let it go and do not call it." The following is a quotation from a newspaper comment, "Doe's officiating was wrong in that he did not show any common sense, during the heat of the fast play, in judging fouls that were obviously accidental." And another, "The game was slowed up because fouls were called *when made away from the center of play,* and which were unintentional." The italics are mine.

Shall the official stop and argue with himself as he sees a foul made? Was it actually a foul? Was the foul intentional?

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Was it away from the center of play? Was it made by the team that is far behind, and, because it was, does it make any difference if I actually call it? Shall I call plays this way now, and if the game tightens up shall I begin to tighten up?

The official cannot afford to let down for an instant, for any easy and one-sided game may turn right around and become a tense and tight contest at a moment's notice. If he stops to argue with himself as to whether a foul should be called or not, be becomes undecided and unsure, he soon loses control of the game, and it doesn't take very long to make him look decidedly bad. And remember, once an official loses control of a game, woe comes unto him. He cannot, in most instances, recover control, and that means trouble, both during and after the game.

Never let down in a one-sided game, beginning to feel sorry for the losing players and refraining from calling fouls on them, because you can never tell when the game will become a close fight. Then, too, if you begin to miss fouls on one side, there comes the feeling that they should be missed on the other, and, in the attempt to even up, just plain ordinary trouble follows. This tendency to let down, and it is a natural one, in a one-sided game invariably makes this type of game harder to work than a closely played and hard fought game, because in the latter the official is always on the alert.

Consistency and Impartiality

ANOTHER pitfall the official should guard against: He should never allow himself to fall into the habit of thinking that any game is going to be an easy one to work. He will sometimes do this, especially if the statistics seem to favor one team over another by a lop-sided score. No game is easy to work, and if the official feels that a certain game is going to be, it usually happens that things occur during it which make it just the opposite of easy—and trouble follows trouble.

At this point let it be said that the official should never worry over the fact that one team may have more fouls listed against its players, either at the end of the half or at the end of the game, than the other team has. The official should not refer to the scorebook between halves in order to see how many fouls he has called, and on whom they have been called. To do so may result in a tendency to even up the foul calling during the second half.

Never should the official try to even up fouls, even though he will find that sometimes he is asked to do so. If the number of fouls called by the end of the game are the same for each team, well and good, but remember that in many games it is but natural that one team will have more than the other. The losing team may make more fouls than the winning team, because in its frenzied guarding and rushing play more fouls will inevitably follow. A small team may make more fouls than a large, because there will be the tendency of the smaller men to hang on, thereby causing many holding fouls. A large team may make more fouls than a small, because there may be the tendency to push and knock the smaller men around. The fact that you know you are calling more fouls on one team than the other should never stop you from so continuing to call—that is, of course, if the fouls are being made.

That brings up the question, "How many fouls should be called during a game?" And much futile discussion has followed the attempt by many persons to set an average figure. This procedure of attempting to set an average number of fouls that should be called in a game is rather a questionable one. After all, who can tell and, better yet, who should say? In looking over a tournament box score last year, the writer became interested in two games, one of which had followed the other, both games having been worked by the same two officials. In the first game there were 13 fouls, divided 8 and 5, and in the other there were 28 fouls, divided 15 and 13. Why were there 13 fouls in one game and 28 in the other? And why worry about them, or even think of trying to determine a reason for the difference? The official who takes his work seriously cannot and does not manufacture the fouls, and it certainly is not his fault that they are made. The players make the fouls, and the official is there to call them as they are made, whether they be ten, twenty or thirty.

Too Many Fouls?

MUCH is made by some commentators over the fact that a great many fouls are called, too many for the length of the game, and that free throw shooting is winning too many games. Suppose twenty fouls are called on two teams, no matter what the division. That means one every two minutes of the game—thirty fouls called means one for every minute and a half of the game. This proportion is not so bad, when one stops to consider the type of game and the speedy conditions under which it is played.

The point is made, too, that calling a large number of fouls slows up the game. The answer is "Yes and no," depending upon the official and his technique. One official may call ten fouls in a game, and the game will be slowed up. Another may call thirty, and yet the game will move along at a faster rate than the one in which only ten were called. The writer's "record" is forty-eight, and it is mentioned here, not because of any pride in so calling but to bring out the fact that players on both teams afterward expressed the opinion that the game was fast, and that none of them realized that so many fouls were being called. Neither did the official, by the way. This game, incidentally, was between two so-called independent teams—bitter rivals, if the reader knows what that means.

Studies have been made, and are being made, trying to determine the extent to which fouls influence the results of games. Considerable comment regarding this was made by the writer in an article appearing in THE ATHLETIC JOURNAL last year. These studies are not bringing in the players' and the coaches' errors, and it is rather unfair to the officials as a class to try to place the burden of blame upon their shoulders for foul calling, when similar statistics are not made for other factors in the game, the number of baskets missed by each team, for example.

Bringing this factor into the picture gives an entirely different color to the situation. In a close game where the loser lost by three points, the scorebook chart showed that the losing team had missed 49 shots. In the showers afterward, the official was severely taken to task by the captain of the losing team, who claimed that the game was lost because the official did not call enough fouls on the opposing guards who had been blocking the losing team's forwards out of the play. That was the main point at issue with the losing captain. He never gave a thought to the fact that his team had missed 49 shots, most of them close in, and that better accuracy on the part his team in only a few of these missed opportunities would have made considerable difference in the score.

(To be continued in February)

CARL ASCHMAN, formerly at California, Pennsylvania, is coaching this year at Brownsville High School, a consolidation of two Pennsylvania schools. Coach Aschman reports that football enthusiasm runs high in the Monongahela Valley and that high school teams often play before crowds of 6,000 and 8,000 spectators. Because of this, neither the major nor minor sports programs have been curtailed to any considerable degree, even during the depression.

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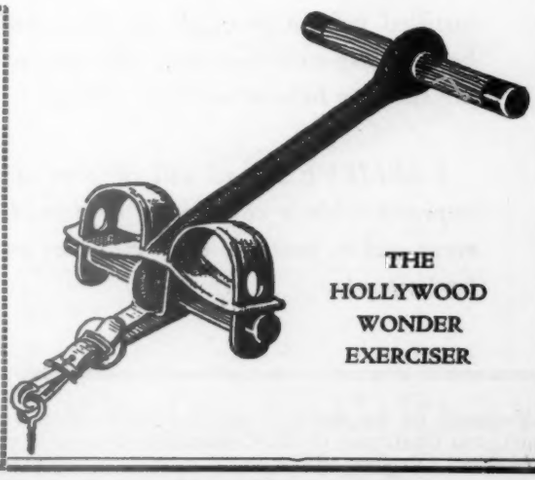

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I BELIEVE that my own actions should be so regulated at all times that I will be a credit to the profession.

I BELIEVE that the members of the National Basketball Rules Committee are capably expressing the rules of the game, and I will abide by these rules in both spirit and letter.

I BELIEVE in the exercise of all the patience, tolerance and diplomacy at my command in my relations with all players, co-workers, game officials and spectators.

I BELIEVE that the proper administration of this sport offers an effective laboratory method to develop in its adherents high ideals of sportsmanship; qualities of co-operation, courage, unselfishness and self-control; desires for clean, healthful living; and respect for wise discipline and authority.

I BELIEVE that these admirable characteristics, properly instilled by me through teaching and demonstration, will have a long carryover and will aid each one connected with the sport to become a better citizen.

I BELIEVE in and will support all reasonable moves to improve athletic conditions, to provide for adequate equipment and to promote the welfare of an increased number of participants.

—Prepared by George R. Edwards, Coach of Basketball of the University of Missouri, and Chairman of the Committee on Coaching Ethics, National Association of Basketball Coaches, 1932.

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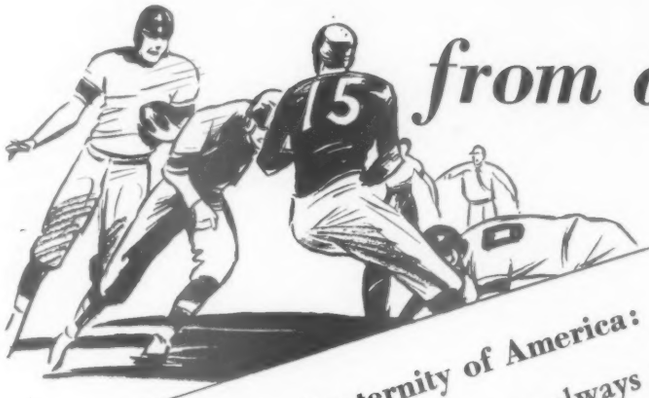

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